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ABSTRACT

Many students view the relationship between their current existence in school and their future as vague. This report documents the processes and outcomes of school communities that have focused attention on clarifying that relationship by helping students plan their futures and supporting them as they try to achieve their goals. This report is about one cluster of such efforts operating with the support of three projects: (1) Keeping the Options Open: Continued (a College Board project supported by the Lilly Endowment); (2) Partners for Educational Excellence (supported by the Jesse Ball duPont Foundation and the Lilly Endowment); and (3) Indiana School Guidance and Counseling Leadership Project (a project of MDC, a North Carolina research and development firm, supported by the Lilly Endowment). The three projects mobilized the efforts of over 50 school communities in 26 sites geographically spanning the entire country and demographically spanning urban, suburban, and rural. Data were derived from visits to 10 sites; interviews with staff and students; observation; focus-group discussions; and 5 surveys of a total of 317 faculty and staff and 2,370 students. The most common set of changes revolved around one core issue--creating an environment where teachers could become advocates for students. The provision of guidance to students, changes in curriculum approaches, and structural changes also connected teachers and students. Two process outcomes necessary to institutional changes included shared governance and widespread school participation in educational guidance. Six factors for success included the notion of change as a verb, teamwork, external support, education that is based on the strengths and interests of the learner, support for teachers and staff, and luck. Twenty-seven figures are included. Contains a list of 36 resources and 19 suggested readings. (LMI)

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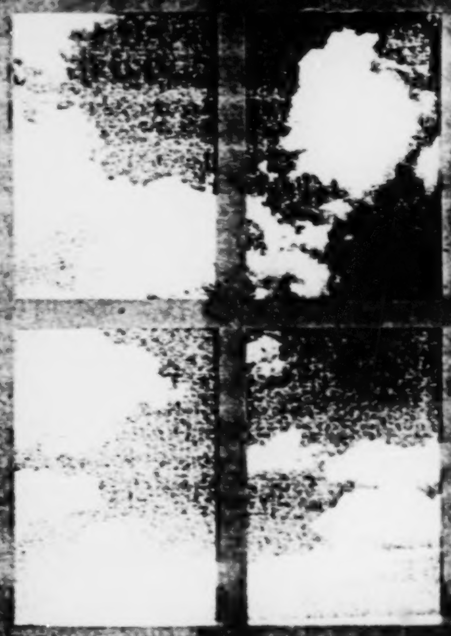

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dare to dream

Educational Guidance for Excellence

Co-Authored by Jon Snyder,
Gale Morrison and R.C. Smith

EA 027634

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"Whither is fled the
visionary gleam?

Where is it now,
[illegible] and the
[illegible]?"

[illegible] Immortality from
[illegible] *of Early Childhood*

dreams

Dreams are too rarely nurtured in public education today. Many educators who dreamed of helping [illegible] their dreams are dis[illegible] [illegible] and aim [illegible] big but are not o[illegible] [illegible] their high hopes. [illegible] rarely come [illegible] [illegible] to bring dreams [illegible] to open students' eyes to opportunities and to the requirements here and now to seize those opportunities in the future. Students can and must attain today the means to realize their **dreams** for tomorrow.

"In dreams begins
responsibility."

William Butler Yeats
Responsibilities, epigraph
(from an old play)

Students must be continually challenged and guided. That means dismantling boundaries and barriers to dreaming. Parents, educators, policymakers, and community members have the responsibility to encourage and channel the dream—but only the dreamer can live it. Students, too, have the responsibility to work toward realizing their **dreams**.

Every child has the right to a dream and the power to make it real. The mind-set that children of color or low socioeconomic status do not aspire and cannot achieve, all too often, leads to outcomes matching those low expectations.

There are no impossible **dreams**. There are no unteachable students. So those striving to bring **dreams** to life must remain steadfastly undaunted. They will succeed. And with that success, schools, communities, and the society will be strengthened by those who dared to dream.

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table of contents

Executive Summary i

A Note on Methodology iv

Acknowledgements v

Section One: **Vision to Action**

Carol Piety's Diary 2
Narrative 3
Themes, Findings & Challenges 16

Section Two: **Action, Reaction**

Carol Piety's Diary 20
Narrative 21
Themes, Findings & Challenges 32

Section Three: **Widening the Circle(s)**

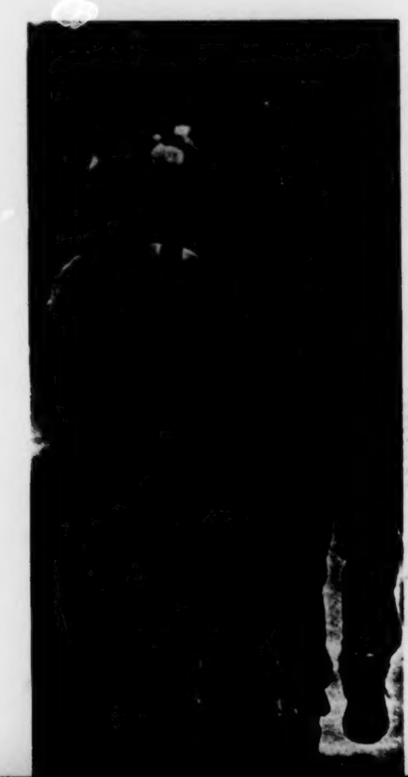
Carol Piety's Diary 40
Narrative 41
Themes, Findings & Challenges 52

Section Four: **Changing the Culture**

Carol Piety's Diary 58
Narrative 59
Themes, Findings & Challenges 68

Section Five: **I Do Not Have a Project** 74

Resources/Suggested Research Readings 76



executive summary

A persistent and public fear that we are failing to educate our children gnaws at us. We fear we are failing individual students as we chill their dreams, and we fear we are mortgaging the future of the nation when those students seem unprepared to enter the world of work. If one scratches just a little deeper, however, one finds constructive responses to those fears in the ongoing efforts of educators, parents, citizens, and students across the nation. These inspired efforts are fostering school change aimed at higher achievement, greater post-secondary options, and productive futures for all American children.

This report is about one cluster of such efforts operating with the support of three projects: 1) Keeping the Options Open: Continued (a College Board project supported by the Lilly Endowment); 2) Partners for Educational Excellence (supported by the Jesse Ball duPont Foundation and the Lilly Endowment); and 3) Indiana School Guidance and Counseling Leadership Project (a project of MDC, a North Carolina research and development firm, supported by the Lilly Endowment). Combined, the three projects mobilized the efforts of over 50 school communities in 26 sites, geographically spanning the entire country and demographically spanning urban, suburban, and rural as well as rich and poor, brown, black, and white. Three central value statements form the underlying core of the diverse efforts:

- The opportunity for positive K-12 change lies at the school building level;
- School change begins with the ethical commitment that all children—regardless of race, ethnicity, gender, or economic background—can achieve educational goals beyond high school and construct a future of their own choosing; and
- It is the school's responsibility to provide the conditions in which these avenues to the future are kept open.

The efforts are linked conceptually by their use of educational guidance as the lever for school change. Educational guidance is hooking kids up to their futures. Across the country, children and young adults are dreaming of their futures. In schools, these same children and young adults make decisions and engage in actions that may or may not put them and keep them on a path leading to their dreams. For many, the relationship between one's current existence in school and one's future is vague and mysterious. This report documents the processes and outcomes of school communities that focused attention, energy, and change efforts on demystifying that relationship. It chronicles what happens when schools and communities assume the responsibility to see that all children plot a course to a future of their own design, and then support them over, under, around, and through the barriers on the paths to their dreams. The resiliency required to traverse the exhausting disappointments to the exhilaration of constructive change is recorded in personal and institutional detail in the pages of the report. As counselor Jim MacGregor put it, "I call it a curse. Once you understand what it takes, you keep on going. ... The curse is that you have become aware that you can make a big difference, and you just cannot quit."

What Students Achieved

This report focuses primarily on ten sites. Highlights of the concrete actions students took to keep themselves on the paths to their dreams include:

Port St. Joe High School, located on the southern shore of Florida's panhandle in Gulf County, 75 miles west of Tallahassee, raised its college-going rate from 50% in 1986 to 72% in 1994;

Pike High School, located in a suburb of Indianapolis rapidly taking on "city characteristics," increased registration in advanced placement courses from 16 students (0% African-American) in 1991-92 to 249 students (19% African-American) in 1993-94;

San Antonio's **Robert E. Lee High School**, with a heavily Latino population, increased, between 1994 and 1995, the number of minority students enrolled in pre-calculus from 61 students to 104 and doubled the enrollment in calculus from 52 to 104 (maintaining the prior passing rates in each);

Elkhart Central High School, in a northern Indiana town with a traditionally secure economic base, increased the number of African-American seniors enrolled in college prep English from 26% to 69% and raised the number of African-American freshmen enrolled in college prep English from 50% to 84% between 1992 and 1995;

Franklin Middle School, with a population of some of the more "at risk" students in Minneapolis, increased the number of students taking freshman algebra upon entering high school from 121 to 201 between 1990 and 1992;

Northside High School, located in Fort Wayne, IN, a community hit hard in the transition from an industrial to a post-industrial economy, increased the percentage of African-American males in its "minimum rigorous curriculum" from 16% to 42.8% between 1993 and 1995 and the percentage of African-American females from 29.4% to 43.3% during the same two-year period;

Pickens County High School, nestled deep within the Georgian Appalachians and where only 37% of the adult population has graduated from high school, increased the percentage of students attending four-year colleges from 31% to 53% and the percentage of students attending either four-year or two-year colleges from 42% to 74% between 1989 and 1995; and

Indian Creek High School, a historically consolidated rural school now serving both a rural and suburban student population in Trafalgar, IN, increased PSAT-

taking from 28% in 1990 to 53% in 1994. The percentage of students committed to pursuing post-secondary education rose from 53% to 97% in the same time span.

What the School Communities Believed

Behind those numbers are life options for students. The schools' role in supporting those students' futures began with three centering convictions. In the first person, where rock bottom beliefs must reside, these are:

- **All Children Can Learn**—I believe that all children, regardless of race, ethnicity, gender, or socioeconomic background, can achieve educational goals beyond high school and pursue a future of their own choosing. Furthermore, it is my school's job to provide conditions that keep these avenues to the future open.
- **Responsibility**—If I believe every child has a right to a dream and every child possesses the power to make that dream a reality, and if children and young adults are not progressing toward their dreams, then there is a problem. Furthermore, though I may not have caused the problem nor be capable of controlling it, I have a responsibility to change what I do and what my school does so that children and young adults use the power they possess.
- **Efficacy**—I have some power, too. I believe that if I change what my school and I do, then students will be successful. There is something worthwhile to be gained, and my efforts can help make it happen.

These centering convictions drove participants onward through the raging personal and institutional tempests of change. Commitment to these ethics brought to the surface conflicts previously submerged in the day-to-day mundaneity of school life. Yet those were the very bitter and emotionally wrenching conflicts that had to be confronted if schools were to transcend the tyranny of what is and play their role in the construction of what can, and must, be.

What the School Communities Did

Beliefs and role changes had to result in action, in "real stuff" that made a difference in: 1) the content made available to students; 2) the instructional practices of faculty and staff (opportunities to learn); 3) norms of teacher and school learning; and 4) organizational changes creating an environment in which the spirit of the convictions became the flesh of the educational experience.

The most common set of changes revolved around one core issue—creating an environment where teachers could become advocates for students. The key component of advocacy turned out to be talking. Providing opportunities for conversations both increased staff's concern for students and made that concern visible to students. Teachers, professional school counselors, administrators, and other staff talked more with students about future options and what tests and learning were needed to take advantage of those options. Students received the message that they were capable of achieving their dreams and that school could help. When students saw the barriers they feared would keep them from success removed, they took even more heart. They became more engaged, less detached, had higher expectations for their own school achievements, and saw greater connection between school performance and achieving their life goals. Centering school change on educational guidance proved successful because it focused all school interactions around the lives of students. Other institutional changes that, through communication centered on the lives of students, connected teachers with students and students with schools included:

- **Guidance**—providing the direct support students need to locate and use the power they possess to create their own futures;
- **Curriculum**—changing who is taught what, by whom, and for what reasons; and
- **Structural**—altering the regularities of a school site (e.g., daily and yearly schedules, the placing of students in curricular programs, assignment of teaching responsibilities).

The starting place made less difference than starting small and building on accomplishments. Successful sites took action. Acting freed the energy of believers. In addition, it sparked the curiosity of the skeptical, turning doubters into doers. Conversely, not acting fed a well-earned cynicism that this, too, (whatever it may be) shall pass, usually without a trace. Without action, there was nothing real to the rhetoric—a rhetoric all educators have heard before.

Finding the balance between succeeding at something and attempting too much proved a daunting challenge. Overstepping the doable was just as dangerous as doing nothing. For one, it fed the cynics and pushed the skeptical away. "Don't try to do too much at one time," cautioned one participant. "When it fails, they say, 'I told you so.' " In such cases, the widened circle dilutes the centering convictions. Without the guiding passion of conviction, clarity flags and action fades. Eventually, the necessary power of possibility dissipates and with it, the future plans of students. Two process outcomes proved essential to institutional change and both involved roles and relationships:

- **Shared Leadership**—Successful leadership fulfilled four functions: keeping the vision, supporting risk-taking, constructively pushing, and finding and taking advantage of opportunities (coordinating). No single individual or position within a bureaucratic hierarchy is capable of fulfilling the leadership tasks essential for school change. When school change took root, individuals performed them across role and status boundaries.
- **Everyone has an essential role in educational guidance**—The school communities engaged in this work initially linked the guidance challenge with the school counseling profession and

identified the professional school counselor as a linchpin for educational change. They soon learned, however, that educational guidance had to become part of the total touch of the school. In successful sites, professional school counselors became the "orchestrators" of educational guidance, and they had more company doing educational guidance tasks. Nameplates with role specific titles came down and new roles centered on hooking students to their futures were constantly renegotiated (flexibly, and with respect).

What Helped

Six factors emerged which provide important lessons for others involved in school change efforts and hoping to make a difference in the lives of children and young adults.

- **Change as a Verb**—The participants in these efforts did not conceive of change as a thing to be done to people, but rather as a verb connoting the continual construction and evolution of social relationships that better support the centering convictions of an organization. The projects were about changing the culture—not plugging in programs. The projects helped participants recognize the power they possessed by not providing any answers and, thereby, forcing the participants to recognize the solutions within themselves. In every case, the entire process of change belonged solely to the participating schools and communities. It was a tricky strategy requiring more time than providing ready-made answers. It also had the potential to backfire if participants were not provided the support such self-constructed knowledge demands. The strategy, however, proved worth the risks because it engaged the hearts and minds of the adults who labor in schools.
- **Teams**—Behind successful change, driving it and eventually accelerating it, was teamwork. Bringing together the complementary strengths and perspectives of diverse team members furthered goals and provided support. Working in teams led to knowing people better. Knowing each other better led to improved communication and eventually to greater possibilities of coordinating efforts around the strengths, interests, and needs of children, rather than regulations or traditional role boundaries. A caveat for success was that some degree of continuity of team membership emerged as an essential factor.
- **Something from Afar**—District personnel, funding agencies, researchers, state boards of education, and policymaking groups have a role and a responsibility in school change. They cannot do the work themselves, but they can support the creation of environments where more localized leaders can develop and use the knowledge, skills, and dispositions on-site to make a difference for children and young adults. The participants with whom we worked felt that those outside the classroom crucible best supported their efforts with a tangible and an intangible. The tangible was time—not time-off, but time-on to do the work they wanted to do, and found themselves capable of doing. The intangible was respect. Respect was related to time and money but it was not dependent upon significant amounts of either. As one teacher put it, "They treated us like real people which is such a change."
- **Using Strengths to Stretch**—Widening the circle requires increasing the number of participants. Newcomers tend to have less commitment to the essential centering convictions. Sites that successfully widened their circle survived this challenge by following the time-honored adage to base education on the strengths, interests, and needs of the learner. In this case, the learner was the newcomer to the circle of change. When the circles widened using strengths to stretch, the stretches happened and the school life of students changed. When a stretch did not begin with strengths, the stretch was too great a stress too quickly, support failed, and the change effort often snapped. Using strengths to stretch kept the support demands achievable.
- **Supporting the Supporters**—One danger in school change strategies is channeling the focus to "the school and its employees" and bypassing the essential and inviolable focus on students to guide the change. Still, success required recognizing that, in the words of one principal, "If you don't feed the teachers, they will eat the kids." In these change efforts, educators reported being supported by: 1) clear goals to keep the conversation focused; 2) consultation with participants in decision-making; 3) recognition of the efforts made; 4) encouragement to do things differently; and 5) involvement of non-educators.
- **A Little Luck**—Throughout our work with the sites, certain phrases recurred with a regularity that belied accident—phrases such as "happenstance," "serendipity," "coincidence," and "luck." It was rarely possible to predict where or when that good fortune would turn up or what form it would take. But when it came, the sites were ready. Luck, it turns out, was the predictable part. In retrospect, happenstance was the residue of readiness.

These factors supported the widening of the circle. As the circle widened, there were two spin-offs that began to move the nature of change beyond individual participants and into the culture, the very marrow, of the school. One was the energy unleashed by young adults pursuing futures of their own choosing. The second was the enthusiasm that re-energized the schools. School communities saw and celebrated their efforts energized into futures by students—especially students about whom it was easy to harbor doubt. Their own sense of their essential responsibility and their belief in their own power to make a difference reignited. Slowly, in the gritty fecundity of schools and communities

across the country, a basic human promise was, and is, increasingly kept.

These factors supported the widening of the circle(s) and the positive changes cited in this report. Are these changes permanent or merely temporary? At any specific site, at any given time, the answer is uncertain. The cultural changes within the schools examined in this report are an ongoing process that gathers force and dominance with time. It is a process that, once begun, is carried along by the convictions of the educators and students who have been changed by it. Because the message that all children can learn is so powerful—and, in every instance of honest trial, so credible—nothing can stand in the way of continued efforts to see that students' dreams have a chance to be realized. Once heard, that message can never again be ignored.

A Note on Methodology[1]

The purpose of the documentation summarized in this report was to develop a portrait of change efforts using educational guidance as an entry point and lever for whole school change. Our goal was not to evaluate the projects but rather to understand what happened and why. We used three methodological perspectives: qualitative, quantitative, and journalistic. Qualitative data collection occurred primarily during two (or more) sets of three to five day visitations to ten sites (as well as visitations to project-wide conferences where available). With two exceptions, site visitations were carried out by a two or three member documentation team. Qualitative data was collected through interviews (of students, of participating and non-participating faculty and staff), classroom and "meeting" observations, shadowing students, focus group discussions, and the journals of those participants who kept them. We primarily used content and discrepancy analysis to evaluate the data.

Quantitative data collection occurred primarily through surveys. We constructed survey items from three sources: 1) existing instrumentation (e.g., NELS, Wehlage's work, etc.); 2) themes developed from qualitative data; and 3) the strengths, interests, needs of the sites themselves. We used five surveys:

- **School Demographics**—graduation rates, college-going rates, PSAT/SAT/ACT test-taking rates, course-enrollment and passing patterns;
- **Student Survey**—aspirations and barriers data, attitudes about support and achievement, and the student perception of site-specific activities and strategies;
- **Faculty/Staff Survey**—"centering conviction" of the projects and the depth of the will to enact those convictions;
- **Educational Tasks Survey**—which school roles are responsible for which essential educational guidance tasks; and
- **Strategy Process Survey**—factors that influence change (e.g., team-building, decision-making processes, leadership, use of time and other resources, etc.). The surveys were localized for each site by focusing on key project-related activities.

In all, we processed 317 faculty and staff surveys and 2,370 student surveys. We chose a group comparison strategy to test the discriminating power of variables that we measured. We assumed that if groups who had qualitatively documented differences in experience and participation in school activities responded differently on chosen indicators, then these measured variables were good indicators of the type of changes we were studying. In other words, we compared student and educator groups who had participated in project activities and those who had not. Group comparisons were analyzed using t-tests to compare two groups and ANOVA to compare more than two groups.

To add another view of the data, we also used correlational analysis techniques. Process and outcome indicators are sometimes interchangeable when using the general linear model methodology outlined above. For example, while increases in student engagement could be conceptualized as a desired outcome in one instance, it could also be used as a predictor variable for increases in student intention to pursue post-secondary education. Given this conceptualization, correlational and regression analyses were also used to determine the interrelationships between the variables that were measured. The main goal of this methodology was to capture the nature of the critical constructs of the change processes that were occurring as a result of educational guidance reform.

Perhaps the most constructive, and certainly the most difficult, form of analysis we used was the construction of consensus among three different methodological perspectives: qualitative, quantitative, and journalistic. The different rules used for gathering evidence and for establishing veracity and the different language used to express meaning provided numerous opportunities for personal growth as well as challenges in constructing one document for public consumption. While representatives of the three perspectives on the research team still have their disagreements, we all do agree that what follows is accurate by our paradigmatic rules as well as our personal predilections for what counts as truth.

[1] A technical report detailing the methodology used by the team in the construction of this report (including the assumptions and the basic intent of the documentation; a chronology of documentation activities; sampling, design, and instrumentation information; and an outline of concept development and refinement) is available upon request from: Jon Snyder, Graduate School of Education, University of California, Santa Barbara, CA 93106-9490.

acknowledgements

Even a partial list of people who deserve public gratitude for supporting our work over the past three years would double the length of the report. Thus, we need to begin with an apology to all the deserving people whose names will not be mentioned. We could not have completed this report without you.

We wish to acknowledge the people whose names grace the pages of the report. They not only have done the work described herein, they also have opened their practices—and their lives—to intruders from the outside. Thank you for the work you have done for children and young adults, and thank you for your openness to our demands for your time and wisdom. There are many site people whose names do not appear in this report who have: 1) also performed yeoman service on behalf of children and young adults, and 2) responded with grace and inspiring energy to our intrusions into their lives. The essential reality is that without the work of all of those individuals involved in these three projects, there would be neither need nor value to our work.

Closely connected with the people doing the work on-site are the project directors. David Erdmann and Rick Dalton of the Partners Project, Phyllis Hart and Patsy Hendel of the Keeping the Options Open: Continued Project, and David Dodson and Carol Lincoln of the Indiana School Guidance and Counseling Project have supported our work, conceptually and pragmatically, from prior to the proposal until, hopefully, well after tomorrow. They, too, deserve our gratitude for their work making a difference in the lives of students as well as their support for our work documenting the projects.

Our Advisory Board—Vinetta Jones, Rafael Magallan, Ron Brandt, Ann Lieberman, and Ed Herr—took the time to read through our chaotic attempts at meaning and, in every case, significantly clarified our thinking. Michael Furlong also provided conceptual and logistic support, particularly in the formative stages of the work.

Bill Bickel, Rosemary McNelis, and Peg Emmerling at the University of Pittsburgh have had the unenviable task of keeping our noses to the grindstone, our shoulders to the wheel, and our work focused on the task at hand. As might be expected, we have not always responded with unadulterated glee to their input; but, at every step of the way, their feedback has been sensitive, straightforward, and useful.

Much of the actual dirty hands work of the research was accomplished by Ana Inez Heras, Louise Jennings, and Geoff Smith. Theirs was the thankless task of doing what we wanted them to do—often before we knew what we wanted. The nuts and bolts of a three-year project were graciously and invisibly attended to by Rae Miesbauer, Antonia Gauer, and Sara Lopez. They can never be thanked enough.

The way the report looks is the work of Scheitlin Communications in Indianapolis, IN. We particularly owe a debt of gratitude to Barb Smith, Beth Rogers and Lisa Hornaday. Coming in at the end of the project, they became indispensable members of the team and somehow managed to make all their good ideas seem like ours. Nancy Heimbaugh provided excellent copy editing, tightening our prose and clarifying our meaning.

Last, because that is the way it has been for the three years of the project, we must thank our immediate family members—Kathy Baker Smith; Rich, Garrett, and Evan Morrison; Cinda Carlisle and J.B. Carlisle-Snyder. If we are talking members of the research team, our families were the star players. Like professional school counselors' knowledge of a school program, our family members know more about this report and from more perspectives than anyone else. Again, like the professional school counselors in this report, on a day-to-day basis they have done as much to enable this work as anyone. Thank you. We hope that your efforts are at least partially reflected in the caliber of our work.

Jon Snyder, Gale Morrison
and R.C. Smith

section one

vision to action

Carol Piety's Diary

Carol Piety, a teacher of chemistry and physics at Indian Creek High School, kept a diary of her experiences in the Teacher Advisor Program which had been implemented as part of the school's participation in the Indiana School Guidance and Counseling Leadership Project (ISGCLP).

If I were asked to identify the three aspects of restructuring that I have found most stressful, I could answer that question in a heartbeat. TAP! TAP! and TAP! In the fall of 1992, thirteen freshmen entered my classroom, and my professional life changed abruptly. ... I had taught general math and pre-algebra early in my career and was fully aware that public schools are full of kids who see no purpose for being there. However, square roots and simple interest always separated me from the pain and problems of the people I taught. With the implementation of TAP (Teacher Advisor Program), that barrier disappeared. I stood face-to-face with kids I did not understand—who had problems I had never experienced. I regarded TAP as a tool for getting kids to reflect on their attitudes and actions in such a way that those attitudes and actions would be significantly changed. What I did not anticipate was the impact this experience would have on my own thinking.

October, 1992

Our task (in TAP) today was to have the kids develop personal visions for their lives. It seemed like a terrific idea when it was introduced at our TAP summer training session. Right now, however, I was having real doubts. I plugged in the boom box I was carrying. The sounds of waves, of sea gulls, and of soft music washed across our corner of the gym. I began reading from a script.

"As you relax now, imagine yourself four years from now. All your dreams and hopes have come true."

Carol Piety

There was a distinctive snort from one member of the audience followed by muffled giggles. I continued:

"Did you graduate from high school? Are you in college? Are you attending voc-tech school? Are you working?"

Snort. Giggle, giggle.

"Picture yourself. It is morning and you are waking up. Where are you living? Who is there with you?"

Explosive snort. Giggle, giggle.

I should have edited the script. Why didn't I trust my instincts?

"How am I supposed to know what I'm gonna do in ten years?" someone asked. "I haven't even decided what I'm gonna do this weekend."

I looked at those blank faces. So much for dreams. ...

Frank stood out from day one. Literally. Just getting him in the room was a challenge. He saw no purpose for TAP, and he was very vocal about it. He resented having to spend time in a room talking with people he didn't care about. ... One of the things I remember most about Frank was a letter he wrote to himself. We had had a fairly intense TAP session on positive attitudes, and I had done everything I could to pump them all up and get them feeling good about themselves. At the end of the session, they were supposed to write positive letters to themselves. This was Frank's letter.

Dear Frank:

You have a dumb attitude. You don't have a good family. You make horrible grades. You suck at all subjects at school. The only good thing I have is my sister, mom, and girlfriend. Nothing else is really worth writing down. Bunch of good qualities isn't there? This note is about totally worthless. Just thought I would tell you.

Da End

Reports of the decline and imminent fall of this nation's public school system are an everyday read. Only observers who attend to media reports carefully are aware that inside that formidable dark wall of clouds is a different tincture tracing exciting things happening, slowly and only here and there, but spreading nevertheless and bringing fresh hope daily.

The truth is that a quiet, green revolution has been stirring in the school rooms of K-12 public education over recent years. Unfortunately, form and feature of this blossoming change have been obscured by publicity given instead to mostly flawed efforts to reform education from sources of power outside the school community. Instead of help, schools struggling to cope with problems they see as societal in nature are given a pass-fail test to measure whether they should continue to function at all; another state legislature, equally well-meaning, prescribes tougher tests for students whose neglect and disconnection have left them too far behind already; a foundation drops huge grants on cities to win their commitment to better schooling and stands back as the battle for local control of the money waxes ugly. Little of this generally high-minded "reform" has been useful; some has been punitive, and much has been wasteful.

The bulk of this highly-publicized activity is fated to be counter-productive because it does not begin with the slow, painful, but necessary, first tasks. These are the reinspiring of teachers, counselors, and administrators, the birth of pride in academic achievement in the minds of the students, the genuine commitment of parents to help in the process, and the dawning of real community involvement that stems from the understanding that today, perhaps, it is even more true than when the expression was coined that "it takes a whole village to raise a child."

In the report that follows, we will introduce the reader to a single, three-pronged initiative which we

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believe faithfully mirrors the revolution of which we speak. While the report embraces work done by schools which have received funding from the Lilly Endowment and the Jessie Ball duPont Fund, and while we will explore every aspect of that work in as much detail as space permits, we make no claim that what is happening here is unique. To the contrary, while this initiative does have significant unique aspects, an aspect of its utility is that it faithfully represents in some detail work done under other auspices including, among many others, the work of the Coalition of Essential Schools, the Fox Fire Network, Project Zero, the Center for Collaborative Education, the Achievement Council, the Accelerated Schools, and the work of James Comer and his associates. Thus, the work we describe is going on in one form or another in hundreds of communities in the nation.

> *"It is to…educators and parents and students and citizens at large who care enough about the future of America's young to read and listen and keep hope in their hearts—that this report is principally directed."*

This document is not an evaluation of three Lilly Endowment-funded projects. Rather, we will explore what happened and why in some of the over 50 school communities involved with the projects. Thus, we document the projects as indispensable context for the hard-wrought successes and shortcomings of schools and communities who used educational guidance as a starting point for rethinking and recreating their practices in service to the futures all students deserve and the welfare our communities require.

These promising initiatives all have in common a content and a process. The content of the initiatives is the reintroduction of educational guidance as a core function of the schools—that schools have the responsibility and privilege to hook kids to their futures. This involves:

- Helping students recognize their dreams;
- Supporting the development of plans to make those dreams realities; and
- Providing the information and relationships necessary to have those dreams be viable options upon graduation from high school.

The process commonality is the conviction that real leadership for positive change in our schools must come and is coming from the people who toil in and around classrooms every day. Many educators are discouraged and saddened by the very real educational and social obstacles to learning which echo through this report. Some have shielded themselves from blame by resorting to twin self-defeating positions in the debate on contemporary education: Parents today don't care about their kids, and some kids can't learn anyway. But others are moving with the freshening wind, looking around at what's happening, talking hopefully among themselves, experimenting, and learning. It is to these last especially—and to educators and parents and students and citizens at large who care enough about the future of America's young to read and listen and keep hope in their hearts—that this report is principally directed.

In examining the features, the inevitable shortcomings and the continuing struggles and successes of the students, school personnel, and schools engaged in these three projects, we will focus both on what they have borrowed from other, older efforts and on what is different about them. To a considerable extent, the educational techniques employed in the classroom as a result of these change efforts are well known. Most of this work has been done elsewhere. What's different about the efforts of the schools working with these three projects is that technique is subordinated here to a philosophy that exerts the force of an ethical commitment upon all public school staff to build an ethos of achievement, a place where the total touch of the school makes it possible for all students to have post-secondary options that open lives of their own choosing.

Without this commitment, we believe, change lacks weight and authority. With it can come change that dramatically enhances outcomes for students. At the same time, it can produce dramatic growth in the individuals involved, from teachers, administrators, and counselors to the students and parents, spilling over soon or late to the community itself. Furthermore, we believe that while schools in the projects examined here received some funding for their work, what has been learned offers hope and possibilities for those schools or districts prepared to pay the toll in energy and personal ego-risk to undertake a school change movement without external start-up funds. In our final chapter, we discuss the implications of these learnings.

If I were to dream…

Phyllis Hart

Phyllis Hart sits quietly at first, responding to questions evenly, but as she warms to the subject, her face begins to flush, and she seems to relive the story of a by now almost legendary transformation of a school.

In 1974, Hart found herself named college counselor at Banning High School in Los Angeles, a place less famous for scholarship than for turning out tailbacks. Her new job would be, her principal explained, an easy one. Only about 7 percent of Banning's heavily minority student body customarily went on to post-secondary education, and the principal accepted that nothing could be done about that. Hart's job would be to help this small group make sensible choices. The principal was sure she could do that and expected no more.

Hart: "I heard him telling me his expectations for me were at the same level as his expectations for the kids. It wasn't the first time for me. I was a kid who grew up in a home where neither parent had attended college and where they had no high hopes for me, so, of course, I had none either.

"I started talking with the kids, though, listening to them. There were three groups. One was the kids who said, 'Oh yeah, I'm going to college,' and were not taking the courses that could get them in. Then there was the big majority, just there, barely there, waiting to get out of school and with no expectations of going any further. Then there were the ones who had gone on to college and they were madder than hornets. They came back to tell us how poorly they were prepared and how far behind their college classmates they had been from day one.

"As I listened to the kids in school not heading anywhere, I thought: They're not that different from the way I was at their age. Nobody has told them they are any good, so why should they think they are? I was lucky, fell in with kids who were going to college and took the college-bound tests just because they did. I was a little surprised to pass. I didn't have any confidence in myself back then. Just like these kids. I had made it; why not them?"

To the principal's surprise, Hart presented him with a plan to improve the school's rate of students going on to post-secondary education. It was her idea to recruit students who wanted to go to college, get them to sign a contract to work to that end, and get their parents to sign on saying that they would provide support in the form of encouragement and a place and time for their children to work. In return for this, Hart said, the school would sign the contract saying that it would do its part to see that they succeeded. Fine, said the principal, but what test would the school give to see which students would be eligible to participate in the program? Hart shook her head. No test. They would be eligible by virtue of their desire and their parents' support. Hart recalls that she almost lost her opportunity before she had begun as a result of the principal's powerful doubts that ordinary, everyday students could succeed in his school.

By this time or shortly afterwards, Hart had a "team" which consisted of three women—Hart, another counselor, Helen Monahan, and a teacher, Rayilyn Brown. Monahan was a battler who didn't mind the in-fighting or dealing with large groups. Hart was more comfortable working one-on-one with students or faculty. Brown stayed more in the background, conceptualizing a plan to phase all students into a college-bound track beginning in the tenth grade. Hart and Monahan chased down students, got them to sign on, pledging the school's best efforts to move them on to post-secondary education. The kids were asked to take the forms home, sign them, and get their parents to sign them. It took a while to convince them the school really "believed." All went far from smoothly.

Hart: "I got a call from a teacher one day. A lot of the kids who were on the college track had shown up with no homework. She wondered what to do. I said I'd be there in a minute. When I got there, I asked for a show of hands of kids who hadn't done their homework. Lots of hands up in the air. I said, 'O.K., you've got two choices. You can go home and tell your parents you've changed your mind, you're not going to college after all, and get them to agree to forget the contract. Or you can show up here tomorrow morning with your homework for today and tomorrow done.' The next day every one of the college-bound kids had done their homework, and we didn't have a major problem with that afterwards.

"We could see that the principal was not going to push for success. Others on the faculty blew us off. We needed to create a level of discontent. We needed some external pressure. We set it up with five parents, I believe, to go into the principal's office and raise some questions. Why were so few kids taking the SATs and, if they went on to college, why were they doing so poorly? Of course, the principal knew who was responsible for their being in his office. He had to go back to the people who had set it up—to us—and he was furious. He started having meetings with Helen and me, and we had to come up with plans. We sat down in my living room a lot of nights with a typewriter and hammered things out. Whatever we suggested, pretty much he did. But it went slow all the same. It wasn't 'til after the second year, when we had developed an Academic Boosters' Club starting from the small group of parents we had with us—when we managed that and they were doing

more than just raising money to help the kids take the SATs—I felt we had broken through."

In the first year, the college-going rate at Banning had increased to 16 percent. After that, the success of recent graduates began to create sparks in the student body, and Hart was able to fan the flames by building an in-school club structure that rewarded students for good academic performance with T-shirts, privileges, and special celebrations. After seven years, the Banning post-secondary rate had climbed to 68 percent. More importantly, Hart and her little team had changed the academic expectations of the school from failure to success. It had become as glamorous to succeed in academics as in athletics at Banning, and far more could play the books game. Hart's own departure a few years later left Monahan in charge, and the beat has gone on.

Hart: "As time went on and we kept helping the principal get credit for the good things that were happening, he mellowed. In his retirement speech, he said among the things he was proudest of was the number of kids who were going on to college. I have to admire him for that."

Without specifically setting out to do so, Hart had changed the school's culture. She had also—again, incidentally—created a partial model for school change. She could not have proceeded without making the allies she had in a strong counselor and a collaborative teacher.

Hart: "I don't know if I would have done it alone."

Engineer?

She would have failed without the involvement of the parents. Most importantly, she would not have been able to arm her students with a sense of their potential for success if she had not, herself, been totally committed to the belief that they would succeed. Almost prophetically in view of what happened later, the Banning success came only with a withering away of the "general" courses intended for that large body of students thought earlier to be poor risks for education beyond the high school level. Early on, it was apparent that it was critical to get these kids in college-track courses in sufficient numbers to take strength from each other.

She had done something else that few thought about at the time. She had foreshadowed a significant change in the role of high school counselors, one that was perceptible in 1974 only at the edge of theoretical writing in the field, but which would emerge in succeeding years. In her view, and through her actions, the counselors were key. They were the student advocates whose duty was to help persuade others on the staff that all of these children had the ability to go on to further education once the barriers of presumed inferiority were down, and that this was true across lines of color, gender, and economic circumstance. What she did not see yet was the transformation of guidance to a whole-school mission, involving everyone from the principal on down.

Hart left Banning taking a new sense of mission and a more fully-developed vision with her. By 1984, she was a member of the Commission on Precollege Guidance and Counseling, which had been appointed by the College Board to look into the role of guidance and counseling in dealing with the grimmest prophecy of the 1983 report, *Nation at Risk*—that a labor force increasingly composed of African-American, Hispanic, and immigrant children unprepared for the available jobs posed a serious threat to the nation's future health. The Commission's report in 1986 argued that whole-school counseling and guidance "could make a significant difference in helping (students) fulfill their potential."

In the spring of the following year, David Erdmann and Herbert E. "Rick" Dalton, two educators who had authored an influential report (*Frontiers of Possibility*) on successful college counseling programs in high schools, visited Gulf County, FL along with another possible site at the request of George Penick, executive director of the Jessie Ball duPont Fund. Both sites had small, predominantly rural high schools with a low percentage of students pursuing post-secondary education and with most of the high school graduates who did attend post-secondary schools matriculating at the local community college. Erdmann and Dalton chose Gulf County based mostly on a feeling of genuine support for change there.

In 1988, the Fund invested money to allow Erdmann and Dalton to work with Port St. Joe and Wewahitchka High Schools there in an effort to improve college-going rates. The two men had concluded from their own study of successful college counseling programs in high schools that support of the surrounding community, motivational skills of the counselor, and leadership of the high school principal were the *sine qua non* for success. They focused the central beam of their concern on the counseling component. "By creating interest in and motivation for teaching and learning," they had written in *Frontiers of Possibility*, "vigorous college counseling can actually enrich a high school's academic and extracurricular offerings and improve test scores, drop-out rates, and graduation rates."

Yet another effort to test the experiment in guidance reform got underway a year later, in 1989. Joan Lipsitz, program director for education for the Lilly Endowment, had served with Hart on the Commission for Precollege Guidance and Counseling.

The Endowment funded the College Board in November of that year to work with schools in ten communities to "strengthen and revitalize" educational guidance, addressing conclusions of *Keeping the Options Open: Continued.* Hart and Patsy Hendel of the College Board were named project directors for that initiative, referred to as KOO.

By that time, increased attendance rates, reduced discipline problems and higher post-secondary going rates had been experienced in Gulf County, although one of the two high schools, Wewahitchka, lagged somewhat behind the other, Port St. Joe. The duPont Fund supported Erdmann and Dalton for an extension of the Gulf County work in nine sites as Partners for Educational Excellence (referred to as Partners). One of these sites was Knox, IN, funded by the Lilly Endowment.

Then, in 1990, MDC, Inc., of Chapel Hill, NC, was invited by the Lilly Endowment to look critically at the subject of guidance as it was being practiced in the nation's high schools and, as a result, began working with seven schools or school districts in Indiana to strengthen guidance and counseling over a three-year period. This project became known as the Indiana School Guidance and Counseling Leadership Project (ISGCLP).

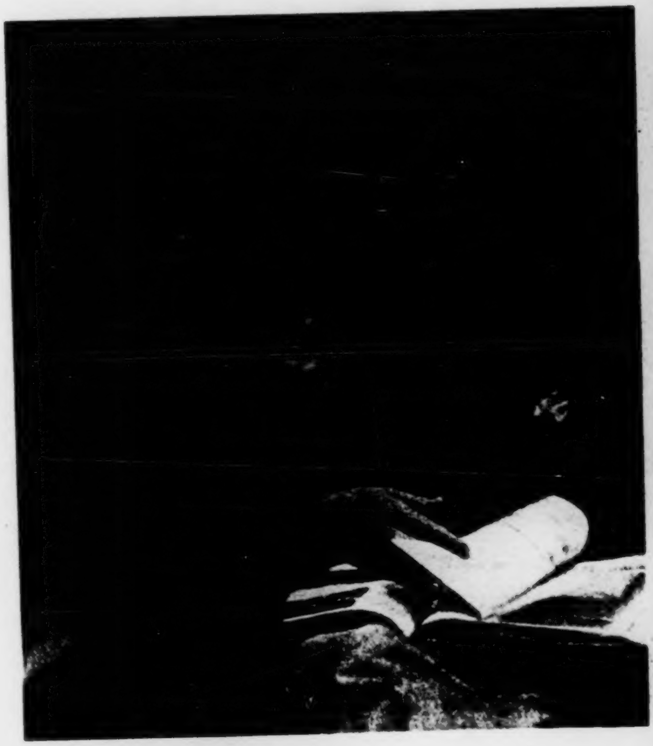
The three separate projects—KOO, Partners, and ISGCLP—encompassed a total of 26 sites and over 50 schools across the nation. Before their completion, each of the projects would borrow heavily for school change on classroom innovations done elsewhere and earlier. Yet, taken together, and before they even got off the ground, the projects presented an approach that was different in one vital and significant way from anything else that had been tried:

They re-embraced educational guidance as a fundamental function of the public schools, thereby creating an enhanced role for professional school counselors.

Before the late 1980s, counseling and guidance in public schools had been given short shrift as a factor in student success. It was scarcely mentioned in the *Nation at Risk* report. While Ernest Boyer had written notably in *High School* about the need to link with colleges, he failed to give space to the existent conduit for that purpose—counseling and guidance. In *Keeping the Options Open*, written halfway through the decade, the Commission on Precollege Counseling and Guidance had described high school counseling as "a profession in trouble," referring to the debilitating increase in the volume of paperwork, the dizzying rise in the ratio of students to counselors, and the propensity of school boards to consider counselors expendable in a fiscal pinch. In truth, often consumed by administrivia and clerical tasks, the high school counselor, if lucky, could deal only reactively with a kind of feast or famine situation—either assisting college-tracked students in making their college choices or providing crisis intervention.

These initiatives boldly proposed to turn that situation on its head. Educational guidance and professional school counselors would be the linchpin for school change in the three projects. Phyllis Hart's success at Banning would become an inspiration, if not a model, for change, with infinite site-specific variations available to the participating schools.

The boldness of this change of directions is underscored by the fact that it ran counter to a strong wave of opinion inside the ranks of professional counselors and often inside the top echelons of counseling leadership. For Hart was preaching that counseling and guidance would be linked inextricably with academic achievement and would thus involve the entire school and, by implication, parents and the community at large as well. Embattled counselors, often educated in the medical model of



"I didn't have any confidence in myself back then. Just like these kids. I had made it; why not them?"

? Phyllis Hart

one-on-one student treatment, would have to reinvent themselves as motivators and brokers of the academic success of all students. They would become orchestrators of services to students. They would become spokespersons for students some teachers had long since come to believe simply could not learn. And they would have to convince administrators—as Hart had convinced her reluctant principal at Banning—that this new game of keeping post-secondary education options open for all students was theirs for the winning.

To further complicate matters, the three Lilly Endowment projects, having differing histories, had divergent approaches to the work at hand. Partners, begun by individuals coming at the problem from the viewpoint of college admissions, were committed to a "pairing" of each school site with one specific post-secondary institution. KOO, with its high school guidance orientation, looked toward articulation with middle schools more than with specific post-secondary schools. ISGCLP, the only one of the three to offer significant funding for site-specific action plans, took on multiple schools from three districts and, with more available time-on-task, put a heavier emphasis on team building and education on the nature of organizational change.

These differences affected both the way sites were chosen and the composition of teams within the sites. Partners was the "loosest" in terms of choices of schools. Erdmann recalls that he and Dalton queried their college-level contacts first about possible partnerships with high schools, setting criteria only to the extent that to be eligible the high schools should: 1) have students with academic potential they were not often realizing; 2) as a result, have a generally low post-secondary education going rate; and 3) be willing, able, and ready to change all that. But while Erdmann and Dalton allowed the colleges to choose their own high school partners, they had a far stricter idea of how the participating teams should be composed. They wanted six participants from each paired site, with the high school principal being the only one absolutely required. They wanted the college counselor from the high school, the college's own representative (usually someone from admissions), a high school faculty person (usually a teacher), a parent, and a representative from the community.

KOO put out requests for proposals for its project directly to the school districts and received over 300 applications. Hart points out that, in many cases, the schools themselves did not know they had been nominated and were not necessarily thrilled when they were chosen.

Hart: "We wrote back to the schools 'you're accepted,' but there was no buy-in for the schools in that. It was a big mistake. To be accepted the schools had to form seven-person teams, agree to meet, and attend the workshops. We ended up in KOO with ten middle and high schools, one of which soon dropped out. The initial idea was for a one-year project. They were to attend a workshop, develop their plans, get a two-day visit from me, and do what they could in that time frame."

ISGCLP, working exclusively in Indiana, got advice from the Lilly Endowment and put more time into its choice of sites. MDC Executive Vice-President David Dodson led visitation teams to Indiana sites that had expressed interest in participating in the three-year project and met with leadership there. Sites were told that participation during the first year of the project would likely result in direct funding to participants in subsequent years. MDC looked for willingness to change on the part of prospective sites but had no hard and fast team requirements. It took three multi-school sites and admitted one high school which sent only one representative to the first meeting in Indianapolis. ISGCLP also had at-large project representation from the state department of education and university educators.

Given these differing histories, it is remarkable how similar the start-up mechanisms of the three initiatives—beginning at different times and with little knowledge of what the others were doing—turned out to be. Each of them:

- Chose schools more on the basis of the "feel" for commitment, balance of teams, and evidence of willingness to change to serve all students than for any particular accomplishment in the past;
- Brought teams to a pleasant environment, usually a hotel in a major city, and provided rare, coveted, comfortable accomodations for each participant;
- Made it clear from the early moments on that they were present not to provide a "prescription" for success but to help the participants make their own decisions toward that end;

Biologist?

- Presented two kinds of information: First, a vivid, statistical recital of the crisis in American public schooling stemming from the loss of a high proportion of students—primarily minorities and kids from impoverished backgrounds. Second, an inspirational talk based on solid experience in which a respected educator demonstrated a high degree of success with low achieving students;
- Allowed the teams time to work together to create a vision-to-action plan for going back to their schools to involve others in the work to foster change. In some cases the projects tried from the beginning to help participants make plans for involving parents and community leadership in the work they were undertaking;
- Kept in touch in some way with initial team members during the especially difficult period after they had returned to school, keyed up and inspired, to the same gloom of poor performance of which they were now even more keenly aware; and
- Brought the teams back together on a pre-arranged schedule. Teams often arrived with additional members and changes of composition due to retirement or departure. Presented reinspiring materials and speakers and, most importantly, saw to it that each team had: 1) time to discuss with the others its own accomplishments and barriers to further accomplishments; and 2) time to work together away from the pressures of their school environments.

Most of all, the projects kept the conversation and the work focused on the centering conviction of these initiatives:

> *That the opportunity for positive K-12 change lies at the school building level and begins with the ethical commitment to the belief that all children—regardless of race, ethnicity, gender, or economic background—can achieve educational goals beyond high school and pursue futures of their own choosing, and that it is the school's job to provide an environment in which these avenues to the future are kept open.*

A shorthand version of the above, in use by at least some participants in all three initiatives, came to be "All kids can learn." The phrase may have a hackneyed sound, but its acceptance by participants was far from automatic. Its acceptance as an evident truth took time to take hold and spread in the schools. For all of this, it proved the most inspiring of working principles.

Put in an active, first person singular voice, this commitment called for specific behavior which mirrored the central convictions:

- *I acknowledge a problem and see the need for change;*
- *I understand that change must begin with my own actions and how we organize our school; and*
- *I believe my actions can make a difference and will benefit all students in my school.*

For all of these preparations and the exciting sense of commitments being made, the Endowment's initiatives were an experiment that raised hard questions. Would the workshop bond hold in the school environment? Would the teams convert sufficient number and quality of their colleagues to make a difference in how the school operated? Would leadership widen the circle of involvement to include parents? Civic leadership? Central to the purpose of the whole enterprise, would the students benefit from whatever changes did occur? And how would they know if they did?

* * *

Long before the first workshops bringing like-minded schools together to seek inspiration and advice, there was Gulf County, blessed with Jessie Ball duPont support, but with nobody to meet with and lots to do. The superintendent of schools, Walter Wilder, a white-haired, burly man with the look of an ex-athlete, had set the tone for success with a vow to do anything needed to see that the kids got every possible chance.

But Gulf County, on the southern shore of Florida's panhandle 75 miles southwest of Tallahassee, had a steep climb before it. Its beaches, lakes, and woods make it an attractive rural area in which to live, but jobs are not plentiful and the average annual income when the college-bound program started was around $10,000. Its unemployment rate ranked 58th among Florida's 67 counties.

When Erdmann and Dalton talked with juniors and seniors in the two high schools, they found kids who had made no college choices or wanted "to have fun" in college or were sure they could not afford schools at a distance from the county. Their parents seemed nonplussed by the idea of foundation scholarships for their children. Told that, based on financial need, it might cost less to go to a four-year university than to a local community college, they looked at the speaker with disbelief.

> "More than anything, the counselors' expectations seemed to change. They led the charge. They wouldn't let our kids settle for less."
>
> — a parent from Gulf County, FL

It seemed clear to Erdmann and Dalton that efforts to improve Gulf County's college-going rate would have to be mounted on several fronts simultaneously, but with particular care to reach parents, many of whom had not gone beyond high school education. Wilder assembled a community task force composed of parents, educators, and business people—folks he had fished with and who trusted him. The task force hosted teachers' workshops, raised scholarship dollars and engaged the larger community in the program. Teachers were trained to look for opportunities for their students to go on after high school. College centers were established in the two high schools to foster the idea of post-secondary education. High school kids were bused to colleges to demystify these institutions. A major effort was made to involve parents in financial aid workshops.

Ida Mae Roberts had plans for her daughter, Michelle. Ida Mae had had a hard life in Wewahitchka, moving from a violent parental home to an abusive marriage, then on to life as a single mother who juggled jobs (sometimes as many as six) to keep herself and her two daughters in food and clothes. Michelle was her older daughter, bright and book-bred. She was sure Michelle could handle college, but she wasn't that sure anyone would pay her daughter's way. She and Michelle attended one of the college financial workshops and paid close attention.

Ida Mae Roberts: "We went up to Port St. Joe High School—can't remember whether they had them in Wewa, but anyway we went up there, and it was interesting. A lot of the parents just didn't believe that the colleges would come up with tuition for the kids just based on their needing help. But I looked at it like an opportunity—I had wanted to go to nursing school but that didn't work out for me. Nobody told anybody about grants-in-aid back then, if they even had them. I saw doors opening for Michelle."

Michelle Roberts

Michelle Roberts: "It's funny, I didn't think it was so amazing, but I thought: 'This is it, this is going to get me to college.' I had read some books about financial aid and I knew I could do that if the opportunity came up. But the kids back in Wewa, my classmates, I couldn't even talk to them about this. They weren't interested, didn't believe it really. ... I guess I was different. I always expected to go on to college; I'd been reading romance novels by the time I was in elementary school. I really did think I could make it. I had worked as a waitress and as a dishwasher, and I didn't want to end up in some dead end job in Wewa."

Erdmann made Gulf County his special province and visited just often enough to keep the home fires burning. He was blessed with full support from Rollins College, which put resources into his work and allowed him to spend time on the project. There's a consensus that the biggest early sign of impending change was in the counseling component. One parent put it this way: "More than anything, the counselors' expectations seemed to change. They led the charge. They wouldn't let our kids settle for less."

◆

Jim MacGregor looked around the Omni Severin Hotel in Indianapolis on the morning of October 1, 1991, noted the other fully-represented teams, the presence of one Indiana 2000 school, and the appearance in the Ft. Wayne contingent of De Klocke, last year's national counselor-of-the-year, and of two former Indiana counselors-of-the-year. "Exactly what," he asked himself, "am I doing here?"

Slim, muscled, a marathon runner into his middle years, MacGregor grew up in Jeffersonville, IN across the river from Louisville. His father had a law degree, his mother was a concert pianist, and the family was perpetually broke. It was the Great Depression, and his father found work sporadically as a minor league baseball umpire, a line of endeavor that caused the family to move around frequently and suddenly. In Jim's sophomore year in high school, in 1951, the family moved to Augusta, GA. The move proved to be a critical one in Jim's development, his first taste of true southern segregation.

His first lesson was most vivid. He and his brother had gotten on an empty bus that had completed its run and was getting ready to start another. They had been in town, in the South, only a few days. They walked to the back of the bus and sat down. After a few minutes, they noticed the driver turning around to glare at them. Mystified, they froze where they sat. Soon, African Americans began loading on the bus, casting these two Anglo boys guarded, unhappy looks. But these were nothing compared to the looks they got from the boarding white passengers, who seemed to think they were candidates for stoning. A helpful African American explained the pattern of southern segregated seating to Jim and his brother, and, although they didn't change seats, MacGregor never forgot the incident. It had something to do with who he became.

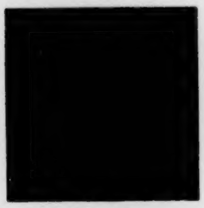
He majored in sociology at Bellarmine College in Louisville and stumbled into teaching by accident. While in college he took an assignment coaching freshman basketball and varsity football in a high school. The coaching experience led him into teaching after his undergraduate years and he combined coaching at the

Doctor?

high school level with teaching courses in social science, economics, and math. Later, he had the opportunity to participate in the start-up of a new high school, working with the principal the year before the school opened. The principal's idea was for a "student centered" school, and MacGregor was thrilled with the chance to work on this from the ground up.

That experience made it impossible for him to pass up the opportunity to hook into the ISGCLP project at Pike High School, where he had moved from teaching to counseling.

MacGregor: "When I brought up the idea of going with a team of five to Indianapolis, it was shot down right away. We couldn't spare the people, I was told. In fact, I was supposed to be cleared to go, and that didn't happen five days ahead of time the way it was supposed to. When the day to go came, the principal said, 'Just go.' So Pike was illegal right from the beginning. I don't know why David (MDC Executive Vice-President David Dodson) agreed to let me come as a solo representative, except, of course, I told him we'd soon fill out the group. But I just couldn't pass up something like that. I doubt that the central office back home thought that we'd be accepted in the program with just one person there. I think they figured I was just diving into an empty pool.



Jim MacGregor

"The first meeting I really did wonder what I was doing there, but the meeting did help me. I'm not sure I knew anybody there, but, when I attached myself to this group or that group, I could tell that a lot of them deep down were not sure they could make a difference and that helped me. I was able to feel their frustrations, and somehow I felt better. Then, I got back to Pike all fired up and with nobody right then to talk with. I hoped I could get someone else to come with me for the second meeting, in November. But the day before we were supposed to go back to Indianapolis, we had a group meeting scheduled and only one person showed up. My wife says when things like that happen I just stick my head in the sand. But it's from coaching. When your star player gets hurt, you have to forget about it, at least for the moment, and move on."

There can be no vision for change without, first, the painful realization of what is happening at present. Home-grown statistics from the Indiana Youth Institute stunned many participants in that first ISGCLP meeting. Participants learned that 55 percent of African-American kids in Indiana were living in poverty and that while the total number of kids was declining, the total number of poor kids was increasing. They also heard that only 14 percent of Indiana's high school graduates showed any proficiency in algebra.

Kati Haycock of the Children's Defense League told a story that she had gotten from an elementary school teacher in Washington. It was about an African-American kid who was simply not getting involved at all in school. The teacher asked him to tell her what he thought he would be doing fifteen years from now. What did he think he'd be like? The boy responded that he couldn't see anything. "Now concentrate," the teacher told him, "surely you can see something." The boy screwed up his face, closed his eyes, and pondered. "I just don't see nothin'," he finally told her. Haycock reminded her listeners of "A Raisin In the Sun." "What happens to a dream deferred?" she asked. "Does it dry up like a raisin? And what of a youth who had no dream, who could see no future for himself?" But Haycock's message was essentially upbeat. She talked about how schools had succeeded in dramatically reversing poor performance. She linked their improved performance to four factors: 1) reducing tracking; 2) educating all kids in a rigorous core curriculum; 3) building a strong, proactive guidance system, especially for children whose parents are not well-educated; and 4) building a strong academic support system so kids will actually succeed in classes.

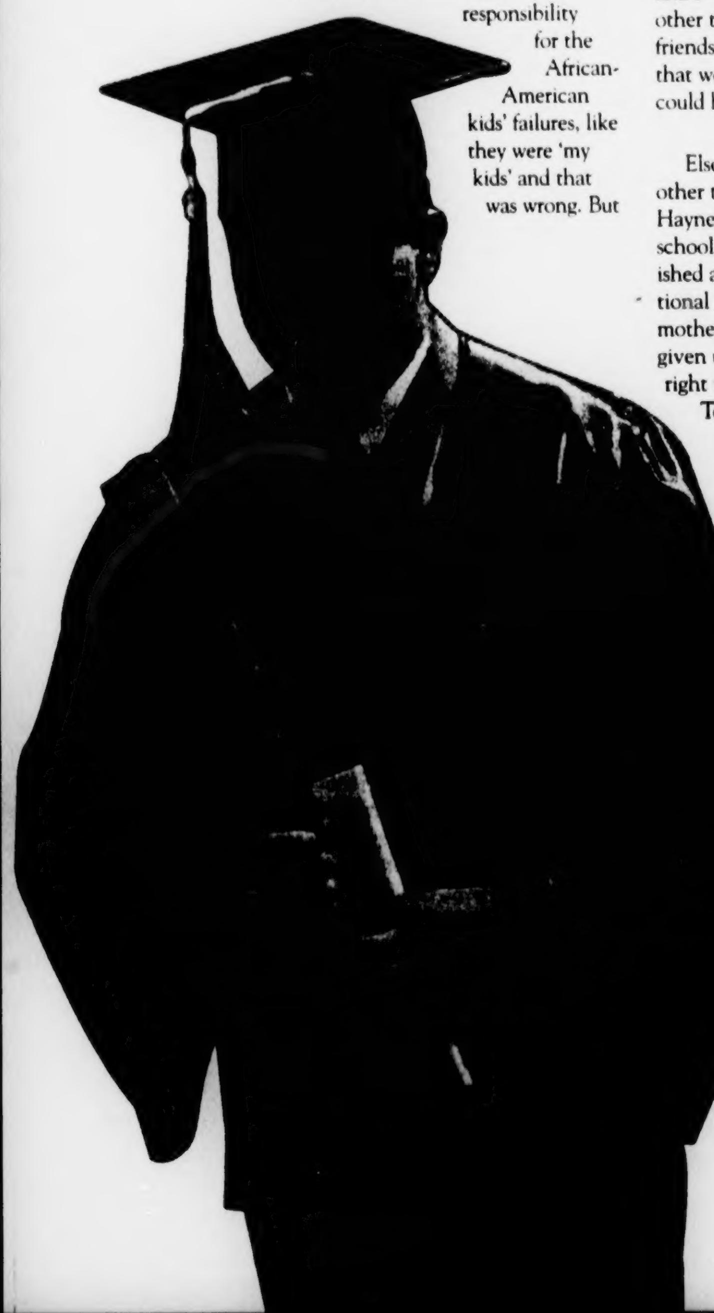
Phyllis Hart used her talk to the group in the second ISGCLP session to tell the Banning story with particular emphasis on what she considered the most difficult concept in the change process that had come from this work—the necessity of tying self-esteem to academic achievement. "The point is not to separate self-esteem from the academic, but to bring them together. Gang members have high self-esteem, too."

The ISGCLP sessions are particularly revealing of the way the vision-to-action process goes because they were intense (29 hours of meetings packed into two and one-half days) and relatively close together (once a month early in the project). During these sessions the participants absorbed a reality soak—with a double splash from their own relatively sobering statistics at home—followed by powerful, inspirational talks by speakers who related experiences of success in school change. They also experienced the dynamic of their group meetings and exchanges with other groups, and the inevitable raising of tensions between individuals.

Lisa Carter was telling the group about her experiences as a white school principal in a predominantly African-American elementary school in Fayetteville, NC when Connie Ruff of Elkhart Central High School in Indiana noticed that her counseling cohort, Roz Byrd, had walked out of the room in evident distress. Ruff ran out to see what was the matter.

Roz Byrd

Byrd: "We had heard about how poor children were experiencing inequities in educational settings. These statistics were very painful for me. Then when we took a close, personal look at our own students, the problems seemed very severe. As



an African American, I was having a hard time with this. Then Lisa Carter was talking about how she had achieved success, and it was very impressive. I was sitting there making comparisons and feeling a pit opening under me. I left the room. I was just bawling outside in the lobby when Connie came out. I told her I didn't want to be here. She put her arms around me and said, 'We've got to start somewhere, Roz.' Later on, I realized that I was taking all the responsibility for the African-American kids' failures, like they were 'my kids' and that was wrong. But for a little while there, I was ready to toss it in, quit, go home."

Connie Ruff

Ruff: "We really connected outside the plenary room. I can see that now. I felt suddenly that we really did share the dream, Roz and I. We didn't really know each other that well before. We were friends, but that was all. I saw then that we could be close and that she could help me and I could help her."

Elsewhere in these early workshops other tensions surfaced. Norris Haynes, an official in James Comer's school change efforts, had just finished a talk that included an inspirational story about a boy, Teddy, whose mother had died and who had been given up for lost in school until the right teacher came along. Years later, Teddy, with a doctorate and a teaching position of his own, looked up his old teacher to thank her.

Ron Flickinger, a counselor from Ft. Wayne, IN, arose to take the floor. Why was so much emphasis being placed on college as a goal for this school improvement program, he wondered. Couldn't it result in injury to the child's self-esteem to make college the be-all of the program? Phyllis Hart responded that it was a workforce issue—that it's critically important to get more students with education beyond high school into the workforce for the jobs waiting out there. It was important, she added, to even the playing field for all kids.

Still, Flickinger persisted, why couldn't a licensed electrician do all of the things that were necessary at this point? Weren't we in danger of educating too many chiefs and not enough Indians? "I don't want to be part of an institution that says you're not as good as I am without a piece of paper."

Connie Ruff observed that from the Elkhart Central survey done as "homework" for the second ISGCLP session, 90 percent of the kids in school now don't flinch from the word college. "For the first time we are putting it out for them so that it really has become an option," she said. Jim MacGregor added that very little difference exists between what a kid needs to succeed in college and vocational education. "They can't be electricians unless they can read well." Jim Tallman, principal of Lakeside Elementary in Ft. Wayne, drew applause by returning to the equity issue. "It's the key issue, level the playing field for our kids. Right now it is uphill, icy, and there is a snowball avalanche coming at them."

Flickinger reacted later, after the session, both in interviews and in his personal diary, which he had begun keeping after the first session.

Ron Flickinger

Flickinger: "I had met so many people who were successful who had never attended college. I was thinking maybe we were funneling kids into a kind of cloning thing, going to college. I was thinking, 'You know, someone has to fix my car when it breaks down because I can't do it.' I knew a millionaire who had never finished high school. What if we had forced him to stay in school with the junk we call education? Would he have done what he did?

"I'd like to talk about this in terms of my own experience. It took me eight years to finish college because I was always quitting or being kicked out. I can think of one high school class and one college class and maybe one grad school class in which I felt I was learning something. In common, they all had me working hard, reading hard, but I felt no freedom to think. Frankly, what we get is a process where maybe they get an education and maybe not. Kids up to age five learn at their own speed out of necessity. If they had to go to school would they learn? Nobody ever asked me what I already knew when I went to school."

Sue Reynolds, head of counseling at Indian Creek High School in Trafalgar, IN and a power in counseling circles in Indiana, had a totally different set of worries. She was a former president of the Indiana State Counselors Association and had had a role in creating the state's developmental model for counseling. Now she was hearing a lot about administrators and teachers getting involved in the counseling process with students and that worried her. She had been trained to deal with students' psychological problems that, she felt, teachers simply couldn't handle. She asked the question openly. How could teachers deal with "transference and other dysfunctions?" They were not educated to do that and problems of confidentiality were raised as well. Phyllis Hart responded that teachers are going to counsel students anyway—"I did as much as when I was a counselor"—and Sue sat down, far from convinced. Bringing tensions to the surface was not easy work. It would prove, however, to be essential.

Sue Reynolds

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Dennis Moore, director of curriculum for the Pickens County, GA school system, grew up in Athens, GA in the shadow of the University of Georgia in a family involved in education. He had come to Pickens in 1985 as principal of the high school, moving into administration after years of teaching. He considers that he is working in an "educational paradise" in a woodsy, rural county an hour north of Atlanta. But his feelings have to do with the Partners program. Without that, he believes, the county would still be spinning its wheels.

Moore: "I was a high school principal and in the five years between 1985 and 1989 I kept seeing so many kids not graduating and realizing that these kids had intelligence. I felt there had to be some way to address that. I became convinced that the traditional model was screening for failure. I started interviewing kids leaving school. I looked at their IQs and knew they could do it. And, in the graduating class itself, there were 25 percent not going on to college; but they could.

Dennis Moore

"The first Partners Conference with the newly formed teams present was held in Decatur. I didn't take the traditional team that others took to this meeting. The others brought a board member. I brought people who had the same convictions I had—Ms. Curran, a parent and librarian, and Tom Pickering, a middle school principal. The first days we didn't know what we were doing. We talked for two days about our situation. We began to hear from David and Rick about a planning model that was powerful and about the Gulf County experience. We sat there and just waited for somebody to deliver something for us to start with, and say, 'Hey, this is it.' But they refused to do that, and they didn't back off. We finally realized that nobody was going to do that; that's what we were there for. It was like a light coming on. From that moment, I haven't been the same. We left that meeting and hardly slept the next two days and nights. We were so energized because we had to get our plan in place.

"Yes, we did get resistance. But we had learned not to leave anybody out, to get everybody involved in what you're doing. We convinced parents that we really wanted their input and we got it. One of our parents said, 'You're asking kids to take another step in any direction, aren't you? For my child that is just getting up and coming to school.' See, some of these kids don't want to be there because it's associated with failure and pain and ostracization, and being teased and kidded about being slow. That parent made a dramatic impact on our thinking. For every student it's different, that next step. All this changed my life as an educator. You've got to get all the players to the table, something I had never done as a principal. I should have gone to those students and talked them out of quitting. I hadn't done it."

> *"I remembered why I had gone into teaching in the first place. I had forgotten, and I didn't know I had forgotten. Then, I remembered."*
>
> —Linda Taormina

Something else the Pickens group took from the first meeting was the idea of a scholarship fund to help inspire parents and students to think of continuing education after high school. It was a Gulf County idea that had appeal, and on the way home Pickering came up with a new angle. "Just suppose," he said, "that we asked the teachers to chip in first to get the fund-raiser started. Wouldn't have to be much because everyone knows teachers don't make much. But it could have an impact." Everyone thought that was just a fine idea.

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What happened, then, in the three projects' early conferences? Exit interviews, participant evaluations, external documentation, and personal notations (diaries or conversations reported) paint a picture of excitement and reinspiration.

Linda Taormina, a high school counselor from Weslaco, TX, invited to attend a KOO conference by Lee High School, San Antonio, TX: "I remembered why I had gone into teaching in the first place. I had forgotten, and I didn't know I had forgotten. Then, I remembered."

But this inspirational high was often followed by a second dose of fright, this one more reality-based:

Jim MacGregor's Diary:

Yeh! Everyone else is now uncomfortable and moving to the realization of what a significant change is now on the table and how scary it is.

It was interesting how often happenstance seemed to work to bring together the right people for these meetings. Bill Fish, principal at Lee High School in San Antonio, described the timing of the first KOO conference as "serendipitous." Lee Matthew, assistant principal, was visiting the district counseling office when Carol Churchill, district director of counseling and guidance, mentioned to him the KOO opportunity to link middle and high schools. Matthew suggested that Lee and Jackson Middle School, its feeder, apply to work together. Churchill liked the idea and took it to Shirley Kearns, principal of Jackson. These four people turned out to be key members of the San Antonio core group.

Bill Fish: "We didn't know much about it (KOO), but we did know that it was an effort to reach more than the 20 percent of kids we were reaching. We had been haunted by that fact for a good little while."

Fish didn't know Churchill and Kearns real well, but he was pleased with the idea that a district official and the principal of the middle school wanted in on the project. He also wanted to include a teacher who in his mind typified the problem, someone who thought that only the "bright" kids had any reason even to think of going to college.

Fish: "She never bought in wholly, but after a year or so she was saying that the kids—all kids—should be given the opportunity to be taught 'as if' they were actually going to college."

It turned out that the experience of being in groups, in a pleasant surrounding away from everyday school concerns, was healthy for all. A sense of humor didn't hurt either.

Cynthia Monaco, counselor at Lee: "Shirley Kearns was a big Bobby Knight fan. The group decided to persuade her that Knight was in Indianapolis when we were meeting there. We even delivered an 'autograph' from Knight done by Bill. I don't think she knew until after the meeting was over that it was all a joke."

In the first months of these projects' lives, then, participants experienced a remarkably similar passage through critical stages of development into educational leaders, each step of which packed an emotional wallop as well as an intellectual message. They had been given their reality soak and then had their inspirational flight. Many were experiencing personal, internal conflict. Many more struggled to fit themselves into teams for the first time in their lives. Most experienced moments of exhilaration followed by panic with the process of creating a plan that was broad enough to be meaningful and modest enough to be doable, and then learning how to assess results. All were excited, worried, and uptight about bringing their newly-won enthusiasm back into the building. Depression for these already hard-working educators sprang from the realization that they were asking themselves to do even more.

Sue Reynolds: "Can you have a family and be an educator? What do we do when everyone is at the end of her rope?"

Louise Swihart, teacher, Ft. Wayne: "I'm so frustrated, I want to cry."

Ron Flickinger: "I'm anxious about the costs. What am I going to do? Will I have to sacrifice my role as a parent, a husband, a professional, and probably my health?"

Going home to the staff that stayed behind was not an easy thing for the participants to do. They were fired up and ready for action and they were generally greeted with raised eyebrows, or worse.

Ron Flickinger's diary:

I must have had six different people ask me, "How was your conference?" The way they said it, it sounded like, "Did you have a good restful time away from here?" When you are fired up about all that's wrong in the school, how do you respond to that?

Jim MacGregor's diary:

On November 16, I 'came out of the closet,' so to speak, and reported rather emotionally to the faculty about the Guidance Project. I'm told, and I believe, that I had near total attention, which is a feat in itself. Several teachers told me on the sly that they were all for it, etc. But why did they give congrats in a non-public manner? I think I know. One teacher, English department, had told me that I had everyone's attention and that it was great until I told about wanting to have an 85 or 90 percent college-bound rate. He and others thought that was ridiculous.

Later, reviewing his diary notes, MacGregor told an interviewer, "I knew I needed one thing above all others. I needed an ally. Without one, I was not going to survive."

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At just about the time the three projects were cranking up, two 14-year-old African-American boys were starting their freshman year in Greensville County High School, which embraces a railroad town, Emporia, and small farms in southern Virginia. The high school had just been selected as a KOO site.

These two were a study in contrasts. One of them, Marlon Lawson, was a burly kid with a cocky strut, poised to knock off the hat of anyone who crossed his path. He had been in trouble with the law, jailed once, and he brought to school an attitude that defied taming. Some friends had dropped out of school already, and when he walked down the schoolhouse halls, he seemed to be making a statement: "Don't mess with me. I don't have to be here."

He had little but contempt for other students. One in particular caught his eye. That was Antonio Worrell, a slender kid with glasses. A "nerd" Marlon decided and dedicated himself, along with a couple of other toughs, to making Antonio's life the misery Marlon felt the boy deserved.

Antonio was a sensitive kid whose best foot forward at this point in his life was skill in drawing. When he did a drawing it drew oohs and ahs from his teachers, a fact that did not go unnoticed by Marlon and his pals. A nerd and a teacher's pet, Antonio had a lot to live down. He decided he had best keep to himself and try to endure the teasing. At least, he thought, Marlon wasn't a real bully. He would say something and then smile, as though daring you not to think it was funny. But he wasn't sneaky or really mean like some of the others.

From the beginning, Antonio got As and Bs and Marlon Cs and Ds. It seemed clear in school that Marlon would be the problem and that Antonio would be just fine if he didn't let the peer pressure discourage him from learning.

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themes, findings & challenges

Nothing Happens in a Vacuum

A series of reports flowing through the 1980s focused sustained, if sometimes superficial, attention on educational change. Conveniently categorized into waves, the first wave suggested improving schools by demanding more rigorous courses of study. The second wave recognized that teachers have a key role in improving schools and suggested changes in teaching. The third wave, marked by the presence of professional development standards in the Goals 2000 legislation, suggested improving schools by improving the conditions of learning for those who work in schools—both in preparation and on-the-job.

The work described in this report complements the third wave of reform, yet varies in one significant area. The bulk of the literature on school change has concentrated on governance, standards, curriculum, assessment, and teaching.

Conspicuously absent from much of the literature is specific reference to the role of educational guidance. Such guidance is needed in order to provide students with the information and support necessary to make productive decisions concerning their futures and take useful actions towards attaining their goals. Out of the spotlight glare, however, a series of efforts have focused on educational guidance. The initial bible of this "movement" has been *Keeping the Options Open*, the 1986 final report of The College Board's Commission on Pre-College Guidance and Counseling. The three Lilly Endowment-funded initiatives forming the basis of this report embodied the following principles and assumptions arising from that work:

- Educational guidance should be a responsibility shared by many groups—in the schools, in the homes, and in the communities;
- Heightened expectations, achievement, and educational equity should be the motivational essence of guidance reform;
- Guidance, thus conceived, involves a significant role and emphasis change for professional school counselors;
- Guidance reform can serve as an entry point and as a lever for school restructuring; and
- Guidance reform with these principles at its heart can provide a centering value for planning, describing and analyzing the process of change in education.

All Children Can Learn

The futures these schools opened for their students were made possible by a rock-bottom belief in, and single-minded clarity about, the underlying ethical imperatives of the projects. Nearly every participant engaged in the work with a conviction that every child has a right to a dream and that every child possesses the power to make that dream a reality. As one Partners Superintendent said: "I told the teachers that they needed 100% graduation rate, not because they were celebrating the diploma, but to celebrate each child as an individual."

This essential belief enabled the sites to delve into the heart of the school enterprise. When confronted with the data of what was happening to students in his own high school, one professional school counselor spoke with husky emotion, "I am overwhelmed by the immorality of what we are doing. I have a vision of my father on the boat and the man on the dock telling him, 'You can't make it here. The dream is not for your kids.' " This ethical imperative drove participants onward through the raging personal and institutional tempests of change. It was the facing of the ethics of education made concrete that brought to the surface conflicts submerged in the day-to-day mundaneity of school life. Yet, those were the very bitter and emotionally wrenching conflicts that had to surface for schools to transcend the tyranny of what is and to play their role in the construction of what can, and must, be.

The world of educational research is replete with research documenting the effect of expectations on student and teacher performance. For a thorough analysis and elucidation of this theme and related issues, we recommend *Reducing the Risk: Schools as Communities of Support*, by Wehlage, et al. On the more general theme of the role of centering convictions in the educational process, we recommend the work of Michael Fullan.

Educational Guidance Is a Productive Entry Point for Change

The work of these schools re-embraced the guidance function of public schools. The guidance function is nothing less than the responsibility of public education to support the development of productive members of a democratic society. In less grandiose terms, it is "hooking kids up to their futures," and "seeing our responsibility as the students' lives after high school, not just to get them through high school." Guidance involves helping students see a future, chart a course toward that future, and supporting them over, under, around, and through the barriers between who they are now and who they want to become. Guidance is making a plan and seeing that plan through to fruition.

Guidance as a function of public schooling is not a new idea. It was one of the fundamental forces in the establishment of free public education. Throughout the first century of free public education in this country, educators and politicians of all philosophical bents and ideological stripes supported the concept that schools are responsible for facilitating futures for their students—for the sake of individual students and the collective society. Somewhere in the past thirty years, however, parts of schooling originally seen as pieces of hooking students into their futures became ends in themselves. As they became ends, school reform efforts focused on them—rather than on the fundamental functions of the school. Thus, we reform curriculum, reform testing, reform governance, reform finance, reform teaching, and even reform reform. The schools we studied went back to the core. In the midst of doing so, they proved that re-embracing guidance puts all the other reforms in the proper place. Emphasizing guidance places the lives of students squarely in the center of the educational universe and fixes the rest of the educational enterprise in the supportive orbits in which they belong.

In theory, since schools are focused on supporting students and their families, a change in any one area will end up creating a change in all other areas. One can start a school change effort most anywhere and that change quickly bumps into everything else. Usually, however, everything else bumps back. Using educational guidance as an entry point, however, increases the possibilities that as change unfolds, it will be widespread and with a consistent thrust because of its focus on the lives of students.

For a more detailed exploration of the issues involved in re-embracing educational guidance as a fundamental function of the school, we recommend the work of Ed Herr, specifically, *Guidance and Counseling: A Shared Responsibility*.

Reinspiring of School Personnel

Participants reconnected with why they became educators in the first place. For most, as with Linda Taormina, there were moments of the rebirth of idealism, an "Ah-ha" of "I remember." Initially, two factors played a role in this reinspiration: responsibility and efficacy.

Responsibility

We found that schools making a difference in the lives of their students possessed personnel who recognized a problem and *accepted the responsibility* to resolve it by changing their practices—without lowering standards. One high school teacher recollected wondering, "Why are they asking these things of me? I'm already working hard. ... Then I saw this video of an 'at risk culture.' I thought, 'We're not doing our jobs as we could be. ... Changes won't be without effort or discomfort, but they are necessary.'"

Efficacy

Belief in the importance of action is necessary but not sufficient to sustain action in the face of well-documented and personally experienced obstacles. Action requires a belief that there is something worthwhile to be gained and that one's action has some possibility of success. This power of possibility, as the narrative illustrates, was not always present at the initial stages of the project and its strength fluctuated, sometimes wildly, over time. Thus, a key factor in the change process is locating and maintaining the internal power necessary for the trying toil of educational change—both by showing participants successful efforts elsewhere and helping them see their own small steps to success. As usual, the most compelling evidence of success often came from students. A high school teacher shared her moment of epiphany: "One student told me she remembered what I said to her when she was a sophomore and that it made a difference for her. 'If that girl believes I am worth that much,' I said to myself, 'then I have to believe it.'"

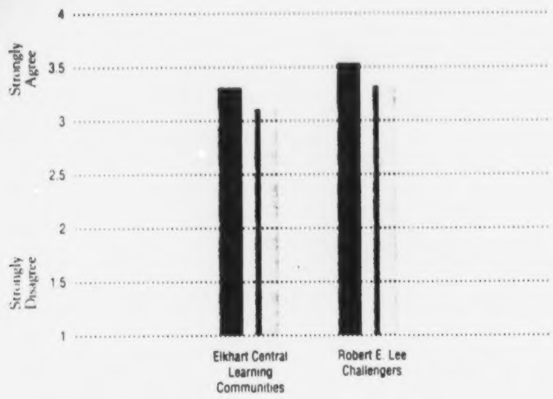
We surveyed faculty and staff of participating schools to quantify the concepts of responsibility and efficacy. As evidence that they were valid measures of the centering convictions of the project participants, we compared participants and non-participants in the various projects. Figure 1 focuses on responsibility and Figure 2 on efficacy. Our data, exemplified by the two schools highlighted in the charts, indicate that these centering convictions were higher in participating faculty and staff than in non-participants. Doing what was necessary to reach students and believing that they could have a positive impact on their students were the hallmarks of project participants.

In less grandiose terms, it is "hooking kids up to their futures," and "seeing our responsibility as the students' lives after high sc[illegible] just to get them through high school."

Milbrey McLaughlin and her colleagues at the Center for Research on the Context of Secondary Teaching at Stanford University present a well-developed line of research to which our findings are more a footnote than a breakthrough.

Educators' Beliefs about Their Responsibilities Toward Individual Students

Faculty who participated in these programs believed they were responsible for making adjustments in how they interacted with students.



Responsibility
- It is my responsibility to help students achieve at the level at which they are capable.
- My goal with students is to help them feel like they belong to this school.
- If some students in my class are not doing so well, I feel I should change my approach to the subject.

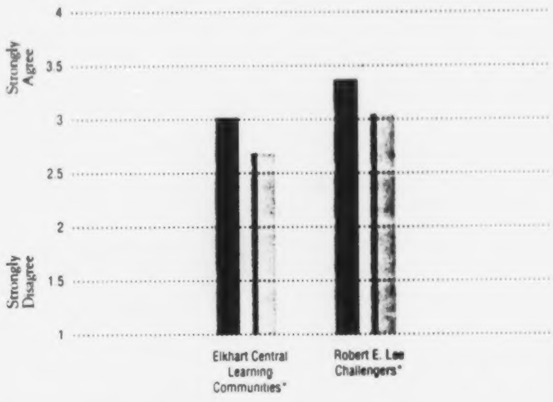
* indicates a significant difference (p<.05) between groups

■ participants ▨ non-participants

FIGURE 1

Educators' Beliefs about Their Abilities to Make a Difference

Faculty who participated in these programs believed their actions could have an impact on their students.



Efficacy
- If I try really hard, I can get through to even the most difficult or unmotivated students.
- By trying a different teaching method, I can significantly affect a student's achievement.
- I am certain I am making a difference in the lives of my students.

* indicates a significant difference (p<.05) between groups

■ participants ▨ non-participants

FIGURE 2

For other research delving into issues of teacher responsibility and efficacy, we recommend the work of William Firestone (particularly his article with Sheila Rosenblum).

Different Role for Professional School Counselors

The school communities engaged in this work linked the guidance challenge with the school counseling profession and identified the professional school counselor as a linchpin for educational change. Ed Herr noted in 1991 that while professional school counselors may orchestrate the guidance process in a school, the guidance of youth is actually the responsibility of the entire community. Given the counselor-to-student ratio in most schools, guidance functions must be redistributed. Other school and community personnel must begin to take on guidance-related tasks—role boundaries must come down and be constantly renegotiated. Everybody, it seems, must do everything.

This type of role change is many things—but simple is not one of them. While the need to involve other people in these tasks may seem obvious, change in this direction is approached with wariness from all sides. Professional school counselors worry about the effects on students when non-trained personnel perform specialized tasks and may not feel particularly comfortable working with teachers in the manner the role of "orchestrator of services" requires. In addition, if everyone "does" guidance, what is the role of the professional school counselor? In an era of downsizing, such a question has both altruistic and employment motivations. Teachers, on the other hand, may not be enthusiastic about or initially capable of taking on the guidance role with students or infusing guidance in their curriculum.

Still, the combination of re-embracing educational guidance and taking responsibility to change one's practices reshapes the role of all school personnel, but especially professional school counselors. They move from a professional identity of "counselors with offices in schools" to "educators with guidance and counseling functions." This is a greater role which demands more time, energy and labor. As counselors with offices in schools, they provide counseling services to individuals and small groups of students. As educators with guidance and counseling functions, they still provide counseling services to individuals and small groups, but they also orchestrate the entire guidance function of the school.

Like Sue Reynolds, many participants and many sites did not yet understand what would become an essential element of the success of their labors: the centrality of educational guidance, both as an initial focus for change and as a lever for larger institutional change. On a day-to-day basis it would often be professional school counselors playing key roles in implementing the changes and widening the circle of support of those changes.

One reason for this is the nature of the professional school counselor's role. Because they are often responsible for, among other things, scheduling, post-secondary planning, personal counseling, school/parent relations, and academic and career guidance, professional school counselors may know more about a school from more perspectives than anyone. They know all the classes that are offered, who teaches them, and what is taught in them. They also know what students think about the teachers, the content, and the pedagogy. Because they deal with all students, they know about classes, teachers, and curriculum from multiple perspectives, and those multiple perspectives give them a unique insight into equity issues as they are actually lived in the school.

Another, perhaps more significant reason, is that they are the student advocates in the formal structure of the school. The professional school counselor's role, at best, centers solely, undeniably, and inalienably on children and their families. Any change that emanates from that center is going to touch every facet of school life and each touch will possess a consistent message.

We scoured our observational data and the literature to develop a 44-item survey that listed in broad terms the tasks involved in educational guidance. We asked faculty and staff who did these tasks (e.g., student personal-social development, college and career activities, academic programs, school level coordination and planning, and community relations). Using principal components analysis, we found that the multitude of educational guidance tasks could be conceived of in three categories:

- Basic Guidance (e.g., "Advocate for individual student concerns.");
- Specialty Guidance (e.g., "Give information about college and careers."); and
- Shared Leadership (e.g., "Arrange activities for staff development.").

We will be visiting these results in subsequent sections of this report.

For a more thorough explication of this theme, the issues it raises, and their implications, we recommend a publication by The College Board entitled, *Keeping The Options Open: Recommendations*.

Challenges

The ultimate challenge has been, and remains, how to move the "blame somebody else" camp into the "I can and I must do something about it" camp. One of the factors supporting attitudinal spread is that the "believers" have been neither ostriches nor Pollyannas. They recognize and speak the lived experience of the school, but couple problem statements with a "we" statement. A high school teacher, for instance, acknowledges in a realistic way, the problem: "I can do a lot, but I can't make them care." But then takes on the responsibility to do something: "Somewhere we've lost that spark and somehow we've got to get it back."

Another key support was the nature of the projects themselves. Since most participants entered the work with beliefs consonant with the centering convictions of the projects, a major function of the projects was to help participants recognize the power they had to make a difference. This was accomplished by not providing any answers and, thereby, forcing the participants to recognize the solutions within themselves. Time after time the preceding narrative highlights the surprise, sometimes discomfort, this approach raised in participants.

Workshop activities and experiences drew out the site-specific solutions from the people who had the most context-specific knowledge (the people in the schools and communities). In other words, change was not a thing to be done to school people, but rather a verb consisting of the continual construction and evolution of social relationships that progressively better support the centering convictions of an organization. It was a tricky strategy requiring more time than providing ready-made answers. It also backfired when participants were not provided the support such self-constructed knowledge demands. Such a strategy proved worth the risks because it engaged the hearts and minds of the adults who labor in schools—one of the core factors of educational change.

One parent participant captured the essence of this issue: "I was waiting to be told what to do, had wanted to be told what to do, and was surprised that I had to think and contribute. … I was thinking, 'I don't know how to think, but you'll listen to me?!' … We did the work ourselves."

Data were also useful in spurring change. The use of data changed belief systems by forcing educators to see the effects of their practices. Like Don Quixote surrounded by a sea of mirrors, the "numbers" forced attention on serious and painful equity issues.

We recommend the work of Ann Lieberman and her colleagues at the National Center for Restructuring Education, Schools, and Teaching for a concise and coherent analysis of the values and implications of conceiving of change as the process of making school practices visible.

action, reaction

November, 1993

Carol Piety's Diary

"I'm not going to do it!"

"This is stupid. What's the point?"

"Why doesn't someone ask us before they plan stuff like this?"

The topic of discussion was the obstacle course which was a part of the TAP activity day. I was not surprised that some students were reluctant to participate, but I was annoyed by the intensity of this reluctance. "It's no big deal," I said, trying to ease the tension that was building. "What's the problem?"

My question was met with decidedly hostile body language: crossed arms, set lips, rolling eyes. "Great," I thought to myself. "Why do I always have to fight to get these kids to do what they're supposed to do? Now I either have to force them to participate, which defeats the purpose of TAP, or I let them be non-participants which also defeats the purpose of TAP. ..."

"Why won't you run it?" I asked.

"Because it's embarrassing."

"My jeans are too tight."

"I'm not going over that bar."

Slowly, I began to realize that because these statements were laced with hostility, I had only focused on the anger. The underlying issue was fear. I began to understand their reluctance. That obstacle course represented potential public humiliation, and that was a risk they were not about to take. Furthermore, they resented me for pressuring them to participate in an activity in which they expected to fail. ...

I began to realize that I have often made the same mistake in the classroom. How often have I seen hostility or indifference in a student and chalked it up to laziness without considering the cold, hard grip of fear? Some kids cannot bring themselves to risk failure. Students who want to please but do not believe that they can are caught in a double bind. By doing the assigned task, they risk failure, but by refusing to do the task, they risk incurring the disapproval of the teacher. School is a no-win situation for them, and their sense of inadequacy grows on a daily basis. Is it realistic to expect kids to engage in activities at which they believe they will fail? I think not. ... How do I give these kids a vision of who they are and all they could be? The possibilities are staggering, yet many kids only see insurmountable obstacles. The classroom must be a place where they feel safe enough to fall on their faces occasionally. That will only happen when teachers are there to pick them up, dust them off, and remind them that falling down is something we all do. Do I always remember how important that is?

Of the sites in the three projects under study here, only one had to begin without the running start furnished by the workshops. That was Gulf County, the maternal site and original seed bed for the root ideas that would grow into Partners. Gulf County was unique, however, not just because it had to move from a standing start or because it had no early school partners in a project, but because initially its leadership came from outside the county and its approach involved little organization for educational change inside the classroom.

Erdmann and Dalton were college officials who believed that much of the slack in the rate of students going to college was caused by simple ignorance—parents who didn't know their kids could get grants and loans, and high school counselors and teachers who didn't know enough—or believe in the kids enough—to be much help. They saw the original duPont funding as critical in linking high schools with colleges and educating parents and school personnel to encourage kids toward education after high school.

By every evidence they proved right in Gulf County, where they began with leadership potential but no clear-cut leaders. They took advantage of a state-sponsored initiative called the Teachers as Advisors Program (TAP), which provided each student a teacher mentor. The teachers were folded into the Partners task force and attended repeated workshops aimed at involving them in the college counseling process. Twenty-one teachers formed the initial leadership phalanx and they became a proselytizing force inside the schools.

The counseling staffs of the two high schools were thrilled with this new support from teachers.

A little serendipity hadn't hurt in getting the right counselors. Cindy Belin had been between jobs in the summer of 1989 and faced the choice of going back to the classroom or going into counseling in high school. She was attracted to the counseling job. When she asked about it, she found that there was another counseling opening and that Carol Cathey, with whom she had been working on a project, also had been asked to join the counseling staff. The two women liked and respected each other, and so, she called Carol.

Cathey: "It was a question of 'I'll do it if you'll do it.' So that's how we both landed there. Good things were happening in the high school. The teacher advisory program was coming on board; the duPont program was up and going; the test scores were improving. We just happened to step in at the right time.

"If I knew a student was applying for college, I talked to the student and gave him an application. I was giving that student attention and positive encouragement. Well, Rick and David were doing the same thing for us. It was like they were counseling us, just as we were counseling the kids. And just like we did with the kids, they wouldn't give us any answers. They would always say, 'What do you think you ought to do?'"

The centerpiece of the Gulf County program from its inception was the scholarship program. It was introduced in the spring of 1990. Beginning in the seventh grade, students could earn "points" for attendance, academic performance, numbers of standardized pre-college tests taken, and parental participation in the process of education toward going to college. The points translated to scholarship aid for college.

Erdmann: "I love it. It's not the amount of money they get—it's not that much. But it gets the parents' attention and when you've got that, you can get them to attend the financial aid workshops, and they learn where the real money is. In the meantime, the kids are getting rewards for doing the right things for their futures."

In 1990, Michelle Roberts, an honor student, was one of the Wewa kids who was ready to take up higher educational matters. She applied for admission at Rollins College where Erdmann was head of the admissions department, and, shortly afterwards, found herself there.

Roberts: "It was all so great. My friend Heather, who was in my pre-calculus class at Rollins, got me involved in crew. 'Just come down. You'll like it,' she said. I had never heard of crew. We traveled to Augusta, Oak Ridge, and Philadelphia. That was the most exciting time because I'd never been on a plane before. It was great doing something together on a team."

On a break, she tried to talk a friend back at Wewa into applying for a four-year college.

Roberts: "It's very strange. I think she was a little flattered that I would think of her, but she had the grades, and she had the ability. She just said, 'Oh, I think I'll stay here and go to Gulf Coast.' It seemed sad to me. I could hear her parents' opinions behind her voice. Parents lots of times didn't want the kids to go, thought maybe they'd never see them again, something like that."

"It was like they were counseling us, just as we were counseling the kids. And just like we did with the kids, they wouldn't give us any answers. They would always say, 'What do you think you ought to do?'"

— Carol Cathey

"The issue at Tate was not whether kids could learn; the only issue was what kind of teaching it took to help each of them learn."

These feelings were apparent in meetings we attended in Gulf County in 1994. But the impact of the Partners program showed up most clearly in a meeting that year with college-bound students from the senior and junior classes at Port St. Joe. Partners' work had raised the overall percentage of Port St. Joe students pursuing post-secondary education from 50 percent in 1986 to 72 percent in 1994. By then, nearly half of the college-bound students were headed for four-year institutions. It was clear from the conversations with the students that they were taking pre-SAT and SAT tests more than once, if necessary, to qualify. At one point, Erdmann asked: "How many of you would like to live and raise a family in Port St. Joe?" The silence was like a chasm opening below us. Long seconds passed as students cast each other bewildered looks. Then, as no student raised a hand, the whole group burst out in spontaneous laughter.

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Of the Partners sites experiencing the heady medicine of workshops, perhaps the one that came closest to successful development of school change simultaneously on multiple fronts was Pickens County, GA. Interestingly, Pickens and Gulf shared a number of identifying features, including a relatively homogeneous population with few minorities (4 percent in public schools) but significant levels of poverty.

Pickens is located in the foothills of the Appalachians, 60 miles north of Atlanta, a situation which has brought to the county an increasingly urban-oriented population desiring to live in pleasant rural surroundings and willing to commute to Atlanta for work. This trend has not yet turned around Pickens' depressing 1990 census numbers—61 percent of families with school-age children have annual incomes of under $15,000, and 63 percent of the adult population over 25 did not finish high school. But these numbers may have inspired a healthy desire for positive school change and they definitely inspired Dennis Moore, director of curriculum and coordinator of the Partners project. Moore's intensity (he seems to breathe the creed of equity and success in school) can make him appear to be a Type-A leader, but his colleagues give him high marks on collaboration and shared decision-making. The truth seems to be that he is wedded to the beliefs that people make good schools and that Total Quality Management makes everything work better.

Moore and colleagues came back from the Partners opening conference of August, 1991 with a blitzkrieg plan involving movement on six fronts. Realizing the need to sustain themselves financially after the duPont grant (which paid them $5,000 over the first two years) ended, they felt it was important to move in these different directions at one time in a district of two elementary schools, one middle school, and one high school and serving a total of only 2,600 students. They decided to pursue 1) a reward and incentive program for grades and attendance; 2) a parent advisory committee to gather information from the community; 3) a role-model speakers' program; 4) a financial aid structure based first on $5-a-person-per-month commitment from the educational staff itself; 5) a college visitation program; and 6) a school-community partnership. These were only the tip of the iceberg in terms of the changes they envisioned inside the schoolhouses of Pickens.

Key to understanding what happened in Pickens is Tate Elementary School. Pickens is the center of a once dominant marble quarry industry which furnished much of the Georgia marble for official buildings in Washington, D.C. Sam Tate was the patriarch of the marble industry in Pickens. The elementary school bearing his name was made of marble, an educational chip off the old industrial block. But while Tate Elementary is impressive from the outside, it is even more impressive inside. Moore gives credit where credit is due:

Moore: "In lots of ways they were ahead of all of us. We learned from them while they learned from us."

Before Partners arrived on the scene, Tate was involved in an experiment in educational "inclusion," although nobody was aware of that word in the sense that it has come to mean the teaching of all special education kids in classes with typical kids.

Peggy Andrews, who now calls herself "vice" principal because one of her hearing-impaired students can sign "vice" but not "assistant," had a nephew, Thomas, who had been diagnosed as profoundly mentally retarded. Frustrated by Thomas' treatment in other schools, Andrews asked Linda Judkins, a teacher at Tate who had a Down syndrome child in her class, if she would try to teach Thomas. She said, "Sure, why not?"

Thomas, who turned out to be autistic, gained confidence with Judkins' acceptance and prospered in her classes. Several other special education kids showed up and, as is so often the case, word got around the network of parents of children with disabilities that Tate was a place where a special education kid could

If I were to dream…

get attention in a full inclusion setting. Two hearing-impaired kids (one from another school district) appeared, followed by a youth with a missing chromosome and others.

By the time Partners came on the scene, Tate was in the mode that characterizes all of the schools we saw where positive change was taking place. The issue at Tate was not whether kids could learn; the only issue was what kind of teaching it took to help each of them learn. In the deepest, most important sense of it, the Tate staff had taken on—almost as a necessity—the belief that all children can learn and that it is the school's job to keep that opportunity open to them.

Tate wanted to go for a governor's grant for schools practicing inclusion. This was right down Moore's alley. His Partners team helped write the grant, which was successful. Tate got $10,000 to help the other schools create inclusive classrooms. By 1994, Tate had become a magnet of sorts for children with disabilities from inside and outside the district. Enrollment of special education kids had grown from 24 to 38. Perhaps even more significantly, early grumblings from parents of typical children in inclusion classes had dissipated, to be replaced with frequent, warm praise. The inclusion classes turned out to be the ones parents wanted their kids in. Some of this enthusiasm was tied to recent results of the Iowa Basic Skills Test, in which the two inclusion classes—Judkins' first grade class and Michelle Cooper's third—scored significantly higher overall than the other six classes made up entirely of typical kids, with survey battery totals of 63 and 65 respectively, both comfortably above the national average. In the last three years, Judkins and Cooper both have won the school's annual teacher-of the-year award by a vote of their peers.

Andrews: "They're both excellent teachers, but I'll bet they will tell you that they are better for having had these special education children in their classrooms. That's a great way to improve teaching skills and your overall reach to children."

Cooper: "Yes, I agree. I'm a better teacher now. I consider it an opportunity to teach these kids. The parents have been supportive, and the kids seem to love it. It's like they've developed a kind of in-school family, and they don't want to be separated."

Tom Pickering, principal of Tate: "The other kids don't think anything different about the inclusion kids. They are just kids to them. One of the inclusion kids who had cerebral palsy had to address the class and he said, 'I know you all are dreading listening to me, but you will all understand me better at the end.' And they did."

Thomas' third grade journal:

April 27, 1994. I like the chap stick. I like the homework. I like the spring bloomers. I like pig out on books. I like the class rules. I like to read. I like type. I love Mrs. Cooper. I like tapes. I like school. I like the Braves. I like pizza. I like flowers. I like #3 grade. I like Luke. I like Katie. I like Mr. David. I like Leanna Lenna. I like Miranda.

Journal entry from a fellow third grade student:

I like Thomas in my class because he's funny. I thought I would not like it because I have never been in a class with an artistet (sic) kid before. I thought everyone might depend on me and I would not know what to do. I felt nervous but it turned out being fun. He is fun and smart. And if he does depend on me I think I could do it.

Moore used Tate to fire up the rest of the Pickens schools. Teachers from Tate were used to train teachers at Jasper, including Mahala Moore, Dr. Moore's wife.

Mahala Moore: "The more Dennis talked about it and the more the teachers at Tate talked about it, I wanted to get with it. I saw the decline of the students' interest here and the sense of failure they had. I could see they were identified as slow learners… very damaging to them, devastating. No matter what I said, it was already there. I talked to Linda Judkins down at Tate. When, as a substitute at Tate in the spring of '93, I saw what they were doing in person, I was in a rage to get going. This year's class is very low income; several students do not live with parents; a couple never have met their parents. When I received them, their behavior was atrocious. I have been able to help them feel O.K. Their behavior has improved. … It's changed my style, my whole life as an educator."

The Partners opportunity and Tate Elementary's experience allowed Moore and his colleagues to hone in on practices they wanted to change. Convinced that grade retentions simply fattened drop-out totals, they worked to get students up to appropriate peer-class levels and fought retentions vigorously. Very quickly Pickens had more results: 1) remediation classes and "general" classes dropped; 2) all students (including former "honors" students) on the same college-prep academic path; 3) a vital college visitation program; and 4) a peer counseling program in which high school kids counsel younger students and a select group called "Pride" visits schools and puts on anti-drug and anti-alcohol skits.

Like some other sites in these programs, Pickens kept its own numbers. After one year, SAT takers had increased by 43 percent. The drop-out rate (measured as percentage of 9th graders who do not graduate from high school) had dropped from 42 percent to 28 percent. Two years later, the post-secondary-going rate had increased from 48 to 64 percent.

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Nothing in their early conference experiences shook the participants in these three projects so dramatically as the realization that minority youth predominated in their "remedial" or "general" non-college-preparatory math and science classes, and that so few students of any description were in advanced classes. In different ways they told themselves and each other that they had been so engrossed with their own professional stand of trees that they had failed to see this forest.

The workshop message that challenging, college preparatory work was not above the grasp of their students stuck. Members of two different ISGCLP groups noted in their diaries a story told by Kati Haycock. She had talked about a school in Oakland, CA where staff were wondering why kids who should be in the seventh grade were still reading at fifth grade level. It occurred to them that the answer might be that these students were still being assigned reading from fifth grade books. When they switched to seventh grade books, they found that the struggle for some was worth it for all. It all had Connie Ruff of Elkhart musing in her diary.

November 26, 1991:

As we began looking at different statistics, the numbers translated themselves into students, their lives, and their dreams. The numbers jumped out at me as I realized what was happening to our African-American students. There is a disproportionate number of them in non-college-preparatory classes. I found myself asking, 'WHY?' and I began to question some of our attitudes and practices. Can we truly allow students to decide to take less than college-prep classes? What do we do with parents who, through their fear, select general level classes for their children? Do we, as counselors, frighten or discourage our students? I found myself becoming very angry and I could truly relate to Phyllis Hart and her anger when she discovered such gross inequities.

Progress was reported, but almost universally in connection with difficulties, either real or perceived, concerning staff defensiveness and unwillingness to change.

Jim MacGregor's diary, December 4, 1991:

We, the counselors, have agreed to ask for individual counseling sessions for the incoming eighth graders. The initial response was negative, but I believe now that it will change. The English department has agreed to drop 'modified' English for next year and to stop putting all failures in a repeat class. … My administrators are showing some movement, but I am convinced that their deep belief is that dramatic change will not happen because others will step in to set up a roadblock. The roadblockers they see are our teachers and the central office. Certainly there will be a few roadblockers, but they will not restrain a movement that is far overdue and that everyone knows is desperately needed. … We must have the courage to do it and the perseverance to make it happen. Perseverance is probably more important.

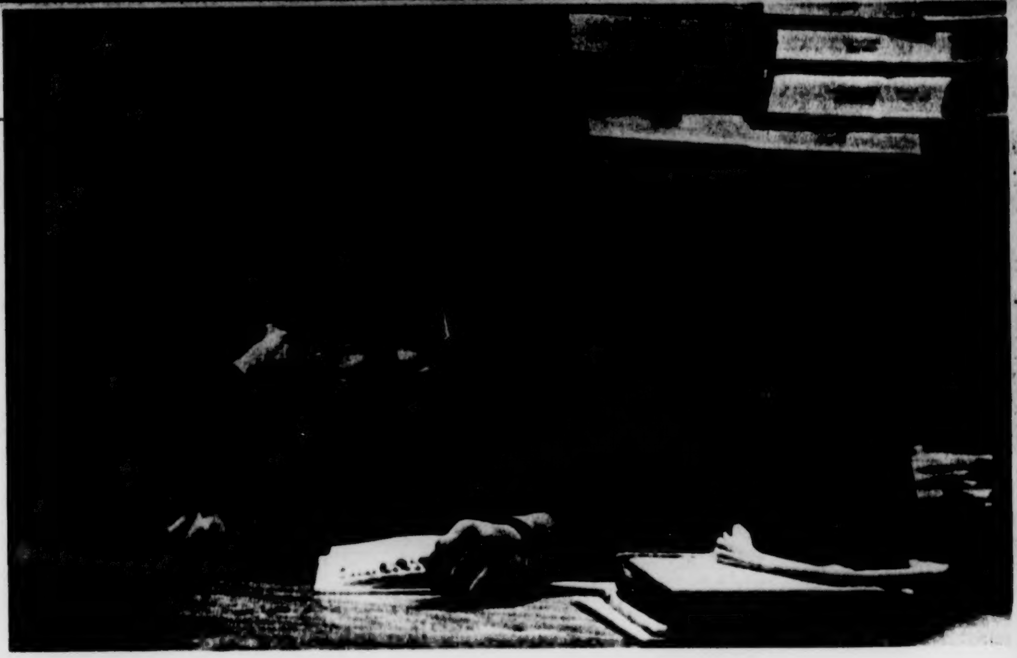
While individual schools wrestled with hands-on problems, the task for school districts involved in the change process seemed all too daunting at times. Fort Wayne, which had five schools participating (and three more schools back home "participating" but not attending the workshops), had a particularly hard time imagining how change would take place.

The words "structure" and "restructuring" and "systemic change" were used freely in the discussions of the Fort Wayne team of thirteen members from five schools—the biggest team attending the ISGCLP program in both geographic area and the number of schools represented. During the first year of the project, individual school efforts were held together loosely by the core group, which had represented the schools in the initial ISGCLP conferences. This group was enlarged when three more schools became active in the project, bringing the total to eight.

At this point, a structure or "umbrella" was provided. Ron Flickinger, counselor at Northside High School, was selected as project

Psychologist?

> *"The numbers jumped out at me as I realized what was happening to our African-American students. There is a disproportionate number of them in non-college-preparatory classes. I found myself asking, 'WHY?'"*
>
> ? Connie Ruff



director, working half-time on that and half-time on a reduced counseling load. His office, however, remained at Northside and on a typical day one tousled head after another poked into his door, asking a question, looking for advice. He worked nights and weekends to keep up with demands of the two jobs.

Each site established a Child Advocacy Inquiry Team (CAIT) composed of original ISGCLP people and volunteers. The job of the CAITs was to explore ways their sites could attain the team goals set in the workshops. A North Side Area Guidance Leadership Team of 34 people, including the original ISGCLP core team, was established to oversee the project and the teams. Problems sprang up from the start. There was some shakiness in the centering convictions of the core team. Parental involvement wasn't effectively generated. The core team sustained stunning losses of personnel in the second year, losing three principals, a counselor, and a teacher. Perhaps most troublesome was that Ft. Wayne had expanded structure in a way that minimized the efforts of its project core membership. Flickinger noted the problem in his September, 1993, narrative report to the Lilly Endowment.

Flickinger: "If our 'core' people were members of ONE SCHOOL TEAM instead of ONE SCHOOL COMMUNITY we would have accomplished miracles by now. We are focused, committed, creative, hard-working people, and MDC did an outstanding job of molding us into a well-oiled unit. However, after the training, we all split into our respective schools. It has been time-consuming and very difficult for our core members to transfer all that good stuff from MDC to people on their respective staffs."

By now, the Ft. Wayne team, including its leadership team and the CAITs, had some 70 members, many of whom were distanced from the ideas that had circulated in the workshops. It is not surprising that several CAITs prioritized "discipline" as the first step toward high achievement for all, a decision that in the workshops would certainly have been challenged by other participants for, among other things, providing an opportunity for the school staff to continue to blame students for their lack of success and to take no actions to change their own behaviors.

Flickinger took the blame for what wasn't working. In the project's second year report to the Lilly Endowment, he chastised himself for lack of leadership effectiveness.

Flickinger: "There are several areas of weakness and/or failure that characterize the second year of this process and, to be perfectly honest, one would have to say that they all relate to the leadership effectiveness of the project director. First, there still does not seem to be a unified project focus. In the training sessions with MDC two years ago, our group from eight different schools bonded in an almost mystical way. To date, we have not been able to capture that bondedness as we perform our daily duties, nor have we been able to reproduce it among our peers."

Five-foot-six and slender, born to an Army air corpsman and a mother whose parents were educators and who grew up on an Indian reservation, Flickinger has spent his career wrestling with educational orthodoxy. In interviews and in a diary he kept intermittently, this remarkably candid educator also wrestled with his own conscience. Asked to reflect back on his comments in the MDC workshop two years earlier about the danger of education turning out too many chiefs and not enough Indians, he responded readily.

Flickinger: "I think I really knew at that time that it was not my call to make when a kid is young. I learned as we went along that my role is not to do that, but to open up those options (post-secondary and college). If we tell him that he has to be an auto mechanic, that's bad. If we open other doors and he decides to become an auto mechanic, well, there's nothing wrong with that. Frankly, I'm uncomfortable with this leadership role in Ft. Wayne. I'm more of a doer than a leader. It seems to me that generally the school is in existence for the workers in it, not for the kids. The last group to be considered is the kids. We've got to work hard to develop a servant leadership attitude that says, 'I'm number two.' I'm dumbfounded at the resistance to change, even my own resistance to change. I know there are things I ought to be doing radically differently. I wonder if I was single, would I do it? I ask myself, 'What would happen if I lost my job, with a wife and three kids to support?'"

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“It is such a strong message to say to students, ‘When you go to college,’ rather than, ‘If you go to college.’”

— Virginia Davis

Despite all these problems, a number of Ft. Wayne schools did make progress, and Flickinger was not the only example of dedication and commitment. At Bloomingdale Elementary School, principal Al Bohnstedt and fifth grade teacher Virginia Davis, a teachers' union spokesman, had spent the years before ISGCLP deliberately not speaking to each other.

Bohnstedt: “When she came into the room, usually I made a point of leaving.”

But the two were the full core team from Bloomingdale and the experience bonded them as friends and colleagues from the first workshop. In 1993, the two and their seven-member CAIT carried out, for the first time in school history, three meetings involving every staff member of the school, including custodial and cafeteria personnel, to introduce the philosophy and goals of the project and to seek assistance in carrying out the goal of bringing the school and the community in closer contact with each other. The process led to a school-wide focus on creating an environment where all children could achieve.

Bloomingdale managed to get across the idea of guidance as the business of the entire community. Davis, whose zeal was almost missionary, had been motivated particularly by an ISGCLP-sponsored visit to East Harlem schools where she had seen outstanding education taking place in areas where, as she put it, “people were afraid to walk or even park.” She met elementary school students who described what they were learning as “habits of mind,” which, they explained, involved asking how one particular assignment connected with another. In a school with aging, makeshift equipment and furniture, she found kids who were treated as though they really mattered and who felt safe, however threatening the social climate outside the school's walls. She came back to Fort Wayne inspired and spoke to a school group.

Davis: “I am committed to this project because it has reminded me that buildings and books are not going to make a difference if trust, respect, and caring are not part of the program. We must help our children become confident, self-disciplined young people. We must become more dedicated to the idea that every child can and will learn, given the opportunity.”

Davis credits Bohnstedt—a solid, gentle man who likes to refer to the opportunity for change by saying, “If it ain't broke, improve it”—with leading the change movement in Bloomingdale. Inside the school, Davis used her status as a teacher to convince other teachers that they were not involved in a project whose only purpose was to enhance the reputation of counselors.

Davis: “Each adult who comes in contact with our students becomes an advisor to that child. We need to become very deliberate in what we are advising. It is such a strong message to say to students, ‘When you go to college’ rather than, ‘If you go to college.’ The project is to help guide kids in making choices—career and life choices which affect them for the rest of their lives, so this isn't limited to guidance counselors.”

It was a message not entirely lost on Sue Reynolds, over in Indian Creek, IN, a workshop colleague of Davis'. But Reynolds had trouble working through convictions about what counselors could do that nobody else in school should try to do. She also had a state model that was as much her baby as anyone's. She wasn't sure that what was happening in ISGCLP fit in with that model. Soon, she was sending out Department of Education mailings dealing with legal suits brought by counselor groups upset about “unqualified people”—teachers and uncertified counselors—dealing with students “therapeutically.” In her mind, that was wrong, and so she saw the project leading in a wrong direction.

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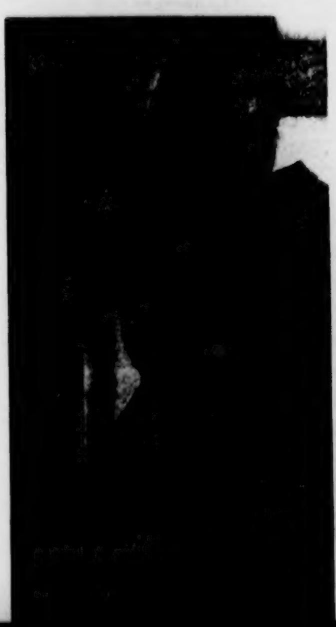
Ironically—and again, perhaps, instructively—one metropolitan site where positive change within a school district is taking place is not one that began with a plan for restructuring the district. This was San Antonio, a KOO site whose initiating schools were Robert E. Lee High and one of its feeders, Jackson Middle School.

As we have seen, the serendipitous way in which KOO became known in San Antonio brought together initially the two top officials of Lee—Principal Bill Fish and assistant principal Lee Matthew—the principal of Jackson, Shirley Kearns, and Carol Churchill, district director of counseling. But far from attempting to use her position to stretch the project across the district, Churchill bided her time, quietly supported the two collaborating schools, and began to sound out support wherever she could find minds similarly attuned. “Sometimes,” she observed, “I have done good work by just staying out of the way.”

The result was that Fish was able to work with connections on either side of his students—Jackson Middle School and Trinity University at his

Lawyer?



own pace and select a few areas for concentrated change within Lee. He wasted no time in getting Chula Boyle, a valuable ally and former assistant principal under him at another school, on board. To her he entrusted what he considered the most important change Lee would make. He envisioned a powerful, motivating "school within a school" that could change education and life prospects for Lee's most at-risk youth. It would come to be called the Challenger program and Boyle, a dynamic and imaginative leader, took immediately to the idea.

Interestingly, Challenger, begun in 1990-91, was an optional program for teachers but not for students. The students were identified at the middle school level as not likely to graduate from high school without extra help. The team of teachers, on the other hand, were self-selected to represent the disciplines of English, science, social studies and mathematics and to work with the 120 students the first year in three and four-hour time blocks. Teachers worked as teams; projects, group work, and student choice became the norm rather than the exception.

Fish: "We told the parents that what was happening was like a family they could be part of. We told them that each kid would have four teachers who knew that child well, and that we needed the parents to be part of that team. We had to advertise at first because we didn't have enough teachers who wanted to do that. You're really asking them to do something risky. It turned out that the Challenger teachers were largely young and inexperienced."

For all of the teachers' inexperience, Fish and Boyle had set up a school in which the word "family" would have meanings both inside and outside the building. Discipline problems were handled sometimes with involvement of the kids' real parents and were usually settled inside the Challenger family without resulting in official school discipline.

Fish was careful to move deliberately. Challenger was all Lee tried to do the first year. At Jackson, Shirley Kearns and her people were targeting kids coming up for the second year of Challenger. The young teachers in Challenger at Lee made mistakes, but the spirit of the program caught the attention of other faculty—it was as though the school was not giving permission for the Challenger kids to fail.

In the second year, with Laurie Bergner replacing Boyle in Challenger, Lee expanded its change initiative into several other areas. Basic education students were absorbed into the mainstream, college-prep courses. A system of block time was set up for coursework. Lee also created a Volunteers for Excellence program (V4X) designed to provide students with the opportunity for five years of college-prep math in four years. In many ways this program was patterned closely after Phyllis Hart's effort in Banning. It was a program open to any student who chose to enter, regardless of past grades or tests, and it involved the signing of a contract between the student, the parents and the school.

The key person in the V4X program was Paul Tisdel, a smallish man with a slightly bent back that he thinks may have come from a childhood touch of undiagnosed polio. Tisdel had had a mind-blowing experience with the film about Jaime Escalante, "Stand and Deliver," in 1988. He had heard of the investigation by the Education Testing Service into the Advanced Placement exams in calculus which all of Escalante's 18 Garfield High School kids had passed. He had delivered himself of what he has come to regard as a "racial remark" to the effect that they had to be cheating because such a pass rate of high school students was unheard of in his experience. Watching the film, reading Escalante's book, and realizing that ETS had cleared teacher and students of any wrongdoing, changed the entire course of Tisdel's teaching.

Paul Tisdel

Tisdel: "These were highly disadvantaged students, much more so than the kids we were teaching in the math department at Lee. When I realized that they really had passed the exam and that Escalante had continued to get these high results in his classes over the succeeding years, I knew we had to be doing something wrong. I set about to do things differently in my class. ... I've come to believe that the biggest difficulty is that to reach more students you have to alter your methods more. Escalante was able to do that. He also didn't mind testing them again and again. He did not mind spending extra time and demanding that they spend extra time to succeed. I have come to believe that the more we are willing to alter our traditional teaching styles in order to reach these kids, the more we all will succeed."

We sat in on one of Tisdel's classes in 1994.

Tisdel (to class): "What's this? What could it be? (Tap-tapping with his ruler two numbers from an equation on the blackboard). Come on, this is easy. It's just plain math at this point. Addition, subtraction, you can all do that. (Eyebrows lifted, pointing his ruler at one of the students). Don't give the answer, just say what the numbers mean. (The student's answer is lost in a sea of responses from others. Now, one student is giving Tisdel the full answer). Sure. See, it's easy. ... O.K., now remember you are all going to Sea World this Saturday. You will take the test, and you will have a good time. Bring paper, calculator, textbooks, etc. You can have a partner. You may spend the day collecting data and do the problem over the weekend, if you wish."

He took a break from his exegesis on the binomial theorem to show the class a video interview with him done as a result of his having been nominated by one of them as teacher of the year in San Antonio.

Tisdel (on video): "It's interesting how discipline has changed. It used to be autocratic, but now you have to be responsive to the students and gain their respect. If they are down in the office, they can't be in my class. It's harder today for everyone. Fifty percent of my kids have only one parent at home and that parent works hard and the kid works hard, too. Plus the gangs and the violence. When I was young, we didn't go around marking out turf where we would hurt someone."

Tisdel (to a student after class, who is telling him she did her homework but forgot to bring it with her to school): "You just got fired. Representatives from three nations here and you just walked in without your briefcase. You lost a sale worth a million dollar commission."

When we returned a year later, Tisdel was applauding how the 90-minute block classes were working.

Tisdel: "It's got a little magic because there are things you can do in a longer time slot that you can't do in the old one, but the big thing is that it makes teachers think about how they are teaching and forces them to get students involved."

Systems Analyst?

He showed us figures indicating that the 1994 pre-calculus class had 179 members, far more than any in the history of the school, and that 45 percent of those students were Latinos, another historical high. These increases were hiking membership in the upper calculus classes and, with all the extra students, the pass rate was still as high as it had ever been. Fish had tracked the Challenger kids through four years. Of the initial 91, 52 graduated. In a control group of the same number of students from this high-risk population, only 17 students graduated.

Success spread the commitment at Lee and fueled a vote of the full faculty in March of 1993 to adopt alternate day schedules of blocking in order to reduce the number of students worked with each day, lengthen class time, and create time slots for tutoring and extracurricular activities. In the 1993-94 school year, "freshman teaming" was introduced—in effect spreading the principles of the Challenger Program to the entire freshman class and obviating the necessity of having any ninth grade students singled out for Challenger.

Through all this, Lee operated with as little additional schematic structure as possible. There were no external committees or directorates. No ready-made, commercial systems purchased for the classroom. To be fair, the San Antonio team was remarkably well-positioned and proved skilled in small, informal meetings.

Churchill was a key member of the group, someone with a district connection who knew how to use her influence wisely. She had been a middle school counselor but had been in her district job since 1981.

Churchill: "I see my job as a service job. ... After we came back from Phoenix last fall (October, 1993), I had everyone to my home to see the presentation our team made and to show the Phyllis Hart presentation. I had been to KOO and I had some ideas. I did press for middle school parent-teacher association involvement and getting the kids ready for college. I remember that for the first meeting one stormy night, we had maybe 30 people there. The next year it was 200. Then 400-600 later on. We presented various videos. I picked topics; sometimes we had a single speaker, sometimes a college graduate, last year a recent high school grad."

Another considerable asset was Martha Salmon, a College Board employee since 1985 who had remained a teacher ten years after her certification as counselor, observing with dismay what counselors were doing "and not doing" and how lightly they were regarded. While others talked about counseling, she talked about school-wide guidance. In her College Board position, she was responsible for southwestern states, including Texas, and worked out of Austin. She had met Bill Fish and others from San Antonio. She also had read the 1986 KOO report, *Keeping the Options Open*, and murmured quietly, under her breath, "Yes."

Salmon: "I'd have killed Patsy (Patsy Hendel, KOO co-director) if she hadn't let me get involved with San Antonio once that started. There was no money so I had to go back and forth from Austin to San Antonio on my own. I figured if I could see it done in one place, I could tell it to another. I've met with them quite a number of times, in Indianapolis and, of course, in San Antonio. Carol Churchill was really good about calling them together, 'Can you come down? We're meeting at my house for dinner.' Chula (Boyle) was not in the group in the beginning, but she was a team player. She took the team to dinner one time. If I did anything, it was in the beginning. I met with them and encouraged them to meet—the idea was that if it was important enough for me to drive over from Austin, it was important for them to attend. And, too, I asked questions to which I knew the answers. That gave them something to reflect on. Then I stayed out of the way."

◆

Whether or not formal structures for meetings existed, much seems to have happened as a result, at least in part, of two people meeting and bonding over the issues of school change. One person alone would struggle. Too many might create stand-offs. The right two had necessarily to be part of a larger whole, but with each other, they were capable of mutual encouragement and emotional mop-up. Cindy Belin and Carol Cathey in Gulf County, FL; Al Bohnstedt and Virginia Davis at Bloomingdale in Fort Wayne, IN. And, of course, Connie Ruff and Rosamond Byrd at Central High in Elkhart, IN.

Ruff had been president of the Indiana School Counselor's Association in 1989 and believed in the broader, whole-school approach to guidance. So when ISGCLP arrived, it found in Elkhart a solid counseling component with Ruff and Byrd; a willing and able principal in Robert Million; the director of curriculum and instruction, Peggy Cowan; and, ex-officio, Eldon Ruff, professor of counseling and human services from Indiana University at South Bend, and also Ruff's husband. Elkhart also had transformed its faculty meetings into a faculty forum with its own constitution and faculty leadership.

The core group's solidity was important because Elkhart had a long way to go, as its core team members well knew. The statistics that had so depressed Roz Byrd told a story that most of the Elkhart staff (whether or not they wanted to admit it) knew. The school had done well with the good students, but not particularly well with those from the lower middle groups on down. The school had a drop-out rate that worried everyone in the core group.

But with this much up front going for it, Elkhart elected to go with a two-pronged change effort in school. First, they wanted "advisory families" patterned after efforts they had seen in ISGCLP field trips—they eventually elected to call them Student Support Groups. Later, after enthusing trips to Reynoldsburg, OH to look at interdisciplinary teaching, they decided to go for "learning communities" as well. They got six teachers to volunteer for one ninth and one tenth grade learning community in which English, math, and science would be combined for 65 students. While a late start resulted in a few glitches at first, and there was grumbling about the "double duty" of inventing a new system for learning while maintaining the old curricular needs and assessment procedures, the learning communities thrived and both students and staff involved expressed a sense of early success in survey responses.

Things did not go so smoothly with the Student Support Program. Initially, the Elkhart team had expected only a handful of teachers to volunteer for a program which put teachers in a facilitative rather than generative role. To their surprise they got 60 volunteers.

Ruff: "You could have knocked us over with a feather. Thinking back on it, that probably made us a little over-confident."

Instead of going with groups just in the ninth grade, the original plan, Elkhart decided to try to do it in the ninth and tenth grades in the 1993-94 school year. Teachers who may not have known quite what they were getting into reacted unhappily to moving, as the core team put it, "from covering content to establishing relations with students." For their part, many students, perhaps sensing their teachers' uncertainty, were uncomfortable or passively resisting their own more active roles.

Trouble came to a head in late spring of 1994, when the faculty council voted the SSPs out.

Ruff: "We were convinced it would fly but there were signs all along. When we got into staff development sessions, a lot of the teachers said they would not do this again. When it came down to a 'yes or no' vote, it was defeated. I went home that evening and I said, 'I can't go on.' I believed that this was such a personal and professional defeat that I couldn't continue. There were a couple of terrible, terrible days. Roz and I supported each other. I had to take another look and find a way to believe in it again."

> *"I went home that evening and I said, 'I can't go on.' . . . There were a couple of terrible, terrible days. Roz and I supported each other. I had to take another look and find a way to believe in it again."*
>
> — Connie Ruff

Byrd was as low as she had ever been in her life. She had grown up "not knowing I was poor" in a housing project in Paducah, KY, the oldest of five. The joke in the African-American community was that people who lived in the housing project were people of wealth. They had indoor plumbing, heating, a door, and someone was always home. Friends' homes had the old coal stove and no indoor plumbing. Byrd thought she had the full richness of family life with her mother and her father who was a cook on the river barges. Her mother had to drop out of college when she became pregnant with Roz. It was always clear to Roz Byrd that she, herself, would go to college. After that, she expected to succeed.

Byrd: "I still have pain and disappointment from that vote. I'd like to be in the same position about it that Connie is. We invested so much of ourselves in that. It's like losing a baby. The allies I thought I had—I didn't have them. Connie prayed about it and she found a way to bring it to an end. I had it with me; it stuck to me. I felt let down."

> “*I call it a curse. Once you understand what it takes, you keep on going, and it's a curse. There is always so much more to do. The curse is that you know that you must stay involved because you have become aware that you can make a big difference, and you just cannot quit.*” — Jim MacGregor

Jim MacGregor grinned automatically when someone at an ISGCLP meeting called him "the Lone Ranger," but he didn't like the term. From the beginning, he thought of himself as a team person without a team. Oh, there was an official team back at Pike High School in Indianapolis, but it existed mostly on paper. MacGregor came down from the highs of the first two ISGCLP meetings to a slow, tedious process of "recruitment" of a small, dependable group.

An early friend was Joe Blankenbecker, director of special services. He was someone with whom MacGregor could talk.

MacGregor: “I'm not sure I would have continued without him.”

When Blankenbecker moved on, MacGregor drew a few other like-minded souls around him. He took assistant principal and guidance director Jerry Bond on an ISGCLP field trip to San Francisco. He smuggled people off to Indianapolis meetings with him.

MacGregor: “I admit it. I cheated. They had said I was the only one who could go. My attitude was that in a situation like that you steal all you can. After the first two meetings alone, I kept increasing the numbers of people I took to Indianapolis.”

He used a little persuasion here and there. Remembering Phyllis Hart's ploy of bringing parents into the principal's office, he managed to get a school board member who was also a parent on a proposal review team, and this person helped override objections a school official had to the original proposal. When MDC, the sponsors of the ISGCLP training, assigned a mentor to each site team, he took Cary Dineen in hand and introduced her to school members he wanted to impress.

MacGregor: “It's amazing. Right away it made the project real for a lot of them, seeing somebody come in from the outside to help. Of course she was very good, made a good impression on them.”

Then he came across the man who was to be his major ally. He had some tutoring and schedule monitoring going on and the process got blocked by administration. MacGregor called Larry Galyer, someone he had known since the early 1980s when he was coaching football and counseling and when Galyer was assistant principal at Pike. Galyer had gone on to the principalship of a middle school, which turned out to be his education in restructuring, and then to Director of Secondary Education. When MacGregor called, Galyer was involved with a state program compatible with ISGCLP. Galyer consolidated the two programs and from then on things went far better.

MacGregor: “We became co-directors. I'm Mr. Inside and he's Mr. Outside. To a certain extent we were able to do some end runs around the principal.”

Nobody in the projects we looked at used visitations to other schools more effectively than MacGregor. Using money from small grants from the Lilly Endowment distributed among ISGCLP schools whose proposals were accepted, he got members of

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the math staff out to Reynoldsburg, OH to look at the work Elkhart had reported seeing there. His math people came back sufficiently convinced to drop general courses in favor of high achievement for all.

MacGregor: "At first, I would put out a general notice of a trip. Nobody would sign up. Then I would go to individuals and they would agree to go with a little encouragement sometimes. We probably have had 30-35 different teachers make trips to different parts of the country and 85-90 percent of them have bought into the program at Pike.

"The most important thing is that the teachers and counselors come to have some hope for the future. Before a kid can have hope, his teachers and counselors have to have it. Whatever message we try to give to kids, they get the way we feel, not what we say. That's the message they remember. Believing every child can learn really is the sticking point. For that, you need teachers who have seen it happen. They won't believe me because I'm only a counselor. What works best is for them to see successful teachers in other schools. Sometimes there is an immediate transformation."

Despite the rocky start occasioned by lack of a core team, Pike even early on showed results that encouraged the more timid staff members to come forward. Total AP enrollment zoomed by almost 300 percent (147 enrolled) by 1993 and graduates attending a four-year college that year reached 66 percent, a school high. Percentage of seniors completing Algebra 1 and 2 was up 13.5 percent at that point and completion of other math courses was up significantly. The total number of students with modified placements was sharply down. However, MacGregor was at pains to point out that total African-American enrollment in calculus was only 4 percent and in 4th and 5th year language classes, 8 percent.

MacGregor became a devout diarist through the ISGCLP experience. He found a way to tape record his diary as he worked his second and third jobs. He and his wife had invested in real estate property in the 1980s, and he spent part of his weekends attending to the condition of rentals. Then, he also worked an early morning shift driving a truck for the Indianapolis Star, which he described as an "easy" job that gave him four hours of totally uninterrupted time to think. He joined the Teamsters Union and enjoyed opportunities to chat with other members.

MacGregor: "What did we talk about? Oh, education mostly. Some of these guys were big on Rush Limbaugh, but they would listen to me."

During his Saturday and Sunday morning drives, he tape records his diary of the project and his life. On February 27, 1993, his birthday, MacGregor tooled along a Hoosier highway just after a snow, keeping his eyes on the road and his rear-view mirror as he talked.

MacGregor: "It's February 27. Today is my birthday. It's Saturday. It snowed today. We were out of school yesterday. Thank God we had a snow day because one of my main, normal responsibilities is for the state-wide testing program at Pike for freshmen and juniors. They start Monday, two days from now. At the same time, we are going to have a project conference that starts Sunday and runs through Tuesday. What I have to do is get the test ready and get other people to do that and plan it all ahead and be able to run it without my being there...I got to school a little after six and spent seven hours getting ready for the tests. Fortunately, too, I had sort of gotten some help from the secretaries which I usually can't get. Several of them pitched in. The fact that we had the snow made it possible because they didn't have their normal responsibilities. We probably got over ten hours of work done among us—the secretaries and me. I got ready for the test. If the snow hadn't hit, I don't know what I would have done. It was a godsend that we had that snow.

"I better stop. It's kind of icy. I'm going to end up in somebody's front yard here in a minute. (Later) I've never had a mistress so I don't know—I only know from movies or books or whatever. I find myself hedging on where I am or what I'm doing because the time commitment has become so large. I try to keep everything in balance and with a spouse it's better if I say I'm doing something else rather than this project all the time. I know what the benefit is, my wife knows what the benefit is, but it's still difficult for her to buy when there certainly doesn't seem to be any benefit on the front end.

"I call it a curse. Once you understand what it takes, you keep on going, and it's a curse. There is always so much more to do. The curse is that you know that you must stay involved because you have become aware that you can make a big difference, and you just cannot quit."

themes, findings & challenges

Building Momentum

At its simplest, building momentum requires starting small, seeking allies, and locating resources.

The plane is flying and there are children on it—fix it.

Starting Small

In any change effort, action must be taken—if not hastily, at least quickly. It is impossible to organize the universe of change in advance, so waiting until one does is a recipe to maintain the status quo. A middle school counselor's one-line lesson for other sites was, "Rather than not do, DO!" This maxim may worry those who feel that school change is already best exemplified by a "Ready, Fire, Aim" mentality. It can also be seen, however, as a healthy antidote to the paralysis of a "Ready, Ready, Ready" mentality.

The first rationale for action is a moral one. The plane is flying and there are children on it—fix it. A second rationale is that action taken builds momentum for further actions. Acting frees the energy of believers. In addition, it sparks the curiosity of the skeptical. Conversely, not taking any action feeds a well-earned cynicism among school people that this too (whatever it may be) shall pass, usually without a trace. Without action, there is nothing real to the rhetoric—a rhetoric the cynics and non-supporters have all heard before.

Seeking Allies

It is extraordinarily difficult to play the school change game without a team. The bringing together of the complementary strengths and perspectives of diverse team members furthers goals and provides highly sought support. Working in teams results in knowing people better, as participants in Elkhart, San Antonio, Pickens, and the other sites learned. While one unfamiliar with schools might not think knowing another member of the school district is a particularly significant outcome, the reality is that it is uncommon for people in urban high schools to know people outside of their departments, let alone in another high school or at another level of the system. When this knowing of people extends to families, community members, and college personnel, it is an even more remarkable achievement. Knowing each other better leads to improved communication and eventually to greater possibilities of coordinating efforts around the strengths, interests, and needs of children rather than bureaucratic regulations or traditional role boundaries.

There was no one right way to select a team. Other than a tendency to enlist members across traditional role boundaries (e.g., an administrator, a teacher, a professional school counselor), sites tended to follow idiosyncratic paths. In general, however, the greater the homogeneity of the site context, the more likely team members were selected for what they had in common. Homogeneity was related to the size of the site. Rural communities and the smaller single school sites were more likely to select members who, as Dennis Moore of Pickens put it, "Thought like me." Urban and larger school sites were more likely to make a conscious effort to include diverse perspectives on their initial teams. San Antonio, for instance, purposefully selected an initial participant with views antithetical to the centering convictions of the project. Value emerged from either starting point. In addition and over time, the initially diverse teams found they had much in common and the initially more homogeneous teams discovered and took advantage of the give-and-take power in their less explicit diversity.

There are, however, several caveats to temper the benefits of teams. One is continuity. One site, for instance, did not retain a single member of its initial team. Such turnover results in a loss of collective memory, momentum and institutional history. A second caveat is clarity. If the centering convictions are not rock solid with the core group, the result is a widened circle in search of a focus. Without a focus, a team cannot figure out what success would be, so their strategies become a continuing series of bridges unable to meet in the middle, with turmoil between competing fiefdoms and values. In a bitter moment from a site in search of clarity, one teacher commented, "We are not only not off the runway, we are not even sure which runway to go on. …Instead of steering the ship, we are getting into lifeboats."

Locating Resources

Doing something requires resources, the most important of which are other people. Widening the circle of involvement is difficult intellectual, political, and emotional work, and the projects themselves provided limited resources to support the daily work of site-specific strategies.

Participants discovered their dreams required more resources (financial and otherwise) than the projects provided. Their actions, participants quickly realized, were, "a pebble in a pond that just keeps rippling." Successful action required seeking and using multiple sources of resources under the umbrella of the centering convictions of the projects. The role of the umbrella is to ensure cohesive use of all resources. There is a tendency to claim excellence because of the many grants received or the many innovations used. Without the cohesion of the centering convictions, such trophies are flashy but ultimately trashy. In sites where change took root, the "trophies" received were less important than the ethics of their actions.

For further insight into these aspects of school change and their implications, we recommend the work of Phil Schlechty, summarized well in his book, *Schools for the Twenty-First Century*.

Institutional Change Strategies

It is not as if the participants found religion and paradise magically followed. The convictions had to result in action, in "real stuff" that makes a difference in: 1) the content made available to students; 2) the instructional practices of faculty and staff (opportunities to learn the content); 3) norms of teacher/school learning; and 4) organizational changes that create an environment in which the spirit of the convictions become the flesh of the educational experience.

The fundamental focus of school change efforts is students, their families, and the adults with whom they work in schools. The indirect focus is on changing the organization(s) responsible for assisting students in locating and using the power to shape their own futures. Though indirect, the latter focus is essential. Elkhart, San Antonio, Pickens, and other sites highlighted in the narrative changed the school. If the school as an organization does not change, then change is initially limited in its effects, and ultimately fades away with the loss of individual participants. Human behavior is a function of the individual and the environment, so if students are to benefit in the long run, the environment, in this case the school as an organization, must be as much the focus of change as the individual.

The most common set of changes revolved around one core issue—creating an environment where teachers could become advocates for students. The sites gave different names to their efforts—Advisories, Homerooms, Student Support Groups—but their similarities far outweighed their differences. "It just seems so obvious to me as a human being," commented one high school teacher, "that we need to provide support frameworks for kids that better enable them to function."

Other successful changes can be categorized as guidance, curricular, and structural.

Guidance—providing the direct support students need to locate and use the power they possess to create their own futures. Project sites, elementary through college, designed and implemented strategies to provide students with the information and motivation they need to "hook up to their futures." In addition, each of the sites designed and implemented strategies to create relationships among students and faculty that would encourage students to put their information and motivation to constructive uses.

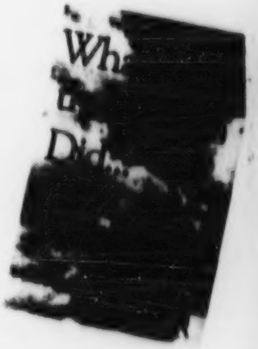
In practice, information and motivation are indistinguishable. Information is motivating and motivation sends students scurrying for information. The "information-providing strategies" were remarkably similar across all middle and high school sites:

- Orientation nights;
- Post-secondary recruiters;
- Financial aid workshops;
- College fairs held on-site;
- Handbooks that gather all the relevant information into one easily accessible source;
- SAT and ACT tests offered on-site;
- Test-taking skills classes;
- Availability of a "college and career resource person;" and
- Connections with national programs such as Talent Search.

Another powerful source of information and motivation to students was the use of "role models" and mentors. Sites also used college visits for information and motivation. In addition, many sites created (or built upon existing) incentive systems.

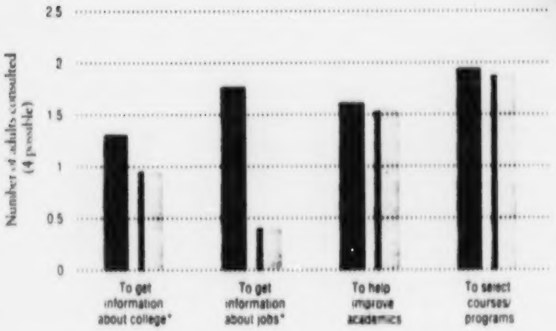
Just as the school people required ongoing support to pursue their visions, so students require ongoing supportive relationships if they are to attain their dreams. One student put it this way, "School would be better… if the teachers were more on your level. I just want my ideas and wishes respected." Respect is one huge intangible that can only be shown in a multitude of miniature actions. Such little things are more likely to happen in an environment that promotes them. Institutional efforts included exit interviews with students, school-home liaison positions, peer counseling, mediators, and tutoring programs.

Curricular—altering who is taught what, how, by whom, and for what reasons. Many curricular changes focused on math because of its role as a gatekeeper to post-secondary options. From the Interactive Math Program used in Henry High School in Minneapolis to San Antonio's Volunteers for Excellence, these sites found ways to provide access to and success in a rigorous sequence of math courses that ultimately provide students with post-secondary options. Another common curricular change was "thematic instruction." Elkhart, for instance, created "Learning Communities"—an interdisciplinary team-taught curriculum premised upon the Nine Principles of the Coalition of Essential Schools. Teaming provided adult time during the day for teachers and created an environment where, said one teacher, "Taking care of kids is easier." The teaming of teachers also seemed to reinvigorate the enthusiasm of



Student Tendencies to Consult With Adults

Elkhart Central students who participated in Learning Communities were more likely to have consulted with a variety of adults about issues.



Since the beginning of the school year have you talked to a counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parents), for any of the following reasons? (yes or no)

- To get information about college or college programs
- To get information about jobs or careers that you might be interested in after finishing school
- To select courses or programs at your school

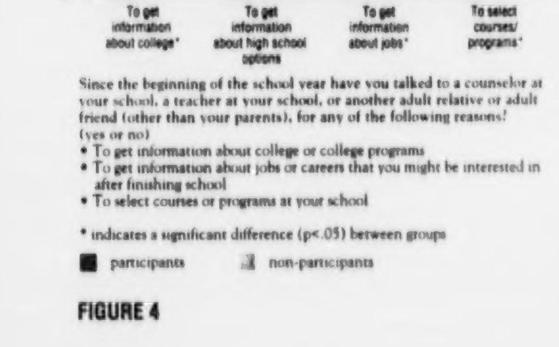
* indicates a significant difference (p<.05) between groups

■ participants ▨ non-participants

FIGURE 3

Student Tendencies to Consult With Adults

Franklin students who participated in the Pre-College program were more likely to have consulted with a variety of adults about issues.



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* indicates a significant difference (p<.05) between groups

■ participants ▨ non-participants

FIGURE 4

teachers and, as one student perceptively pointed out, "If the teachers don't show enthusiasm for the class, why would we?"

Structural—altering the "givens" of a school site. These givens included:

- Daily and yearly schedules;
- The placing and grouping of students in curricular programs (e.g., tracking);
- Linkages within and between schools and school levels; and
- Assignment of teaching responsibilities (e.g., team teaching).

One common change thrust was to select a group of "at-risk" students, and then, like San Antonio's Challenger Program, establish structural arrangements to provide the environment necessary for success in a rigorous academic program that maintains future options for students.

Another commonly used strategy was to change daily and yearly schedules. This often took the form of keeping students for a longer period of time—two years instead of one, or two periods instead of one. The primary purpose of keeping students for longer periods of time is to build the continuity needed to know each other well enough to support each other. Another purpose of scheduling changes is to create constructive learning environments for all students. Hands-on, minds-on, active learning activities that reach students less likely to be reached with more traditional teaching methods require more than 50 minutes.

In our opinion, two of the most compelling lines of research elucidating the kinds of activities described above are found in the work of Jeanne Oakes (*Keeping Track: How Schools Structure Inequality; Lessons From Ten Schools: Creative Alternatives to Tracking In Racially Mixed Secondary Schools*) and Ann Wheelock (*Crossing the Tracks*). For an up-close look at an elementary school that is tackling these types of issues, we recommend a study of Central Park East Elementary School by Snyder, et al.

Early Outcomes

The initial outcomes of these institutional changes were that students and adults reconnected with each other—students with students, students with adults, and adults with adults. When this occurred, the individuals within a community came to know and care about each other. One middle school teacher put it this way, "In this informational age, anonymity happens a lot. In a village, it is impossible to be anonymous because everybody knows you."

A key first step in the reconnecting of students with teachers and with the school was talking. Providing opportunities for conversations both increased staff's concern for students and made that concern visible to students. We found that teachers, professional school counselors, administrators, and other staff talked more with students about future options and what courses, tests, and learning were needed for those options. When they did, students received the message that they were capable of achieving their dreams and that school could help them get there.

One way to reconnect is to give students and teachers a smaller, more intimate community in which to operate—like Elkhart's Learning Communities where the same group of students had the same teachers for English, math and science and integrated curricula, activities, assignments and assessments. To document the reconnection of students with faculty and other staff, we asked students who, if anyone, they talked to about educational guidance issues. We found that Learning Community students talked more with adults at school and at home about issues such as going to college and about jobs than non-Learning Community students (see Figure 3).

Franklin Middle School designed and implemented the Pre-College Activities Program. This program gave students a chance to visit colleges, talk about their career aspirations and learn about the steps they needed to take now to achieve their goals. The bottom chart on the preceding page compares students who had been exposed to these activities and those who had not. The net result was that students who participated in these activities talked more with adults at school and at home about college, jobs, selecting courses, and subjects that they were studying in school (see Figure 4).

When these conversations took place, students reconnected with adults, their attachment and commitment to school was high, and their expectations for success in school increased. Likewise, students who had opportunities to visit colleges and talk to their teachers and counselors about high school and post-secondary options were less likely to be alienated from school. Essentially, students who interacted more with school personnel were more connected to the school and the adults who worked within it, and had a greater belief in their likely success in school. The conversation was started and students and faculty were, together, taking first steps toward connecting students with futures of their choosing.

We surveyed students on four factors related to commitment to school:

- School attachment;
- Attachment to teachers;
- Student detachment; and
- Expectation for failure.

Figures 5 and 6 represent differences in attachment to schools and teachers between participating and non-participating students in three site-specific programs:

1) Student Support Groups at Elkhart Central High; 2) the Volunteers for Excellence Program at Robert E. Lee High; and 3) the Pre-College Program at Franklin Middle School.

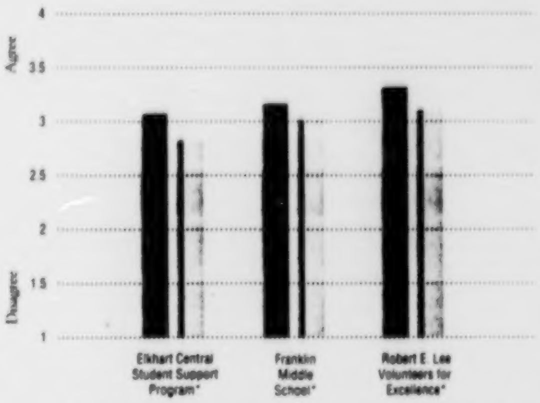
The flip side of having a strong school attachment is being alienated from school and being resigned to failure. Figures 7 and 8 on the next page represent detachment and expectation for failure. Programs that we studied had an impact on reducing these negative attitudes. Students who had opportunities to visit colleges and talk to their teachers and counselors about high school and post-secondary options were less likely to be alienated from school or to have little hope for success.

For research elaborating on these early outcomes and how they relate to student success in school, we recommend the work of Fred Newman and his colleagues at the National Center on Effective Secondary Schools as well as the ground-breaking work of Gary Wehlage.

SCHOOL BONDING

Student Beliefs about the Purpose of School

Students who participated in these programs believed to a greater extent than non-participants that school could make a difference for them.



School Attachment represented the extent to which students believed that school would make a difference for them.
- If I can do well in school I'll do well later in life.
- I think this school is a real chance for me; it can make a real difference in my life.

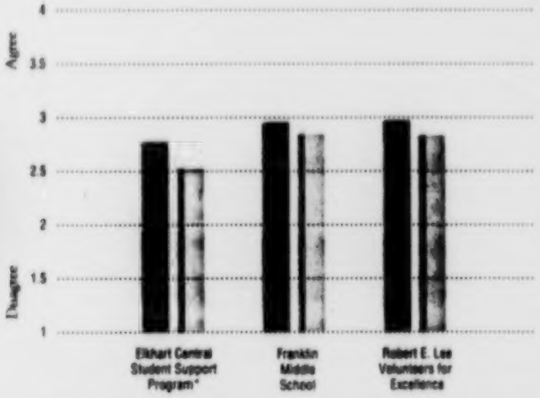
* indicates a significant difference (p<.05) between groups

■ participants ▨ non-participants

FIGURE 5

Student Beliefs about Teachers

Students who participated in these programs believed to a greater extent than non-participants that their teachers cared about them.



Attachment to Teachers represented the extent to which students did feel connected to and supported by teachers.
- I feel my teachers care about me.
- Teachers are understanding, helpful and friendly to students like me.
- Teachers frequently are available to students like me for individual conferences or just to talk.

* indicates a significant difference (p<.05) between groups

■ participants ▨ non-participants

FIGURE 6

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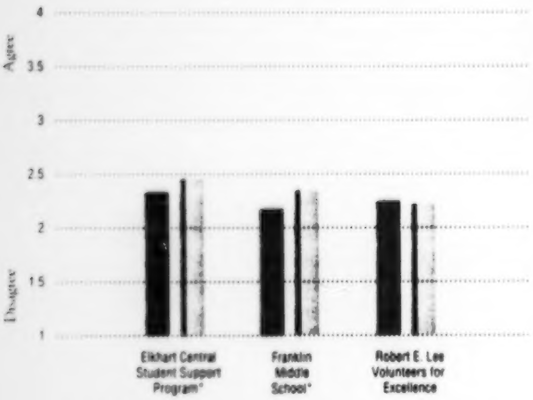
Student Feelings of Alienation

Students who participated in these programs felt less detached from their school than non-participants.



Student Detachment represented student cynicism in regard to school.

- I don't feel bound to carry out tasks at school or work if I can get out of doing them.
- Most of my classes are boring.
- I don't see the point in trying to change things because a few make all the important decisions.

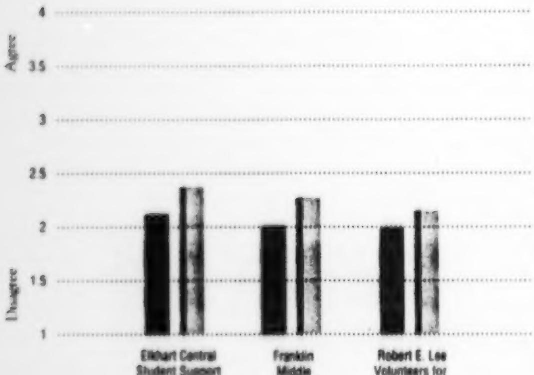
* indicates a significant difference ($p<.05$) between groups

■ participants ▨ non-participants

FIGURE 7

Student Expectations for Failure

Students who participated in these programs were less likely to think they would not succeed in school.



Expectation for Failure represented the extent to which students did not feel or expect to be successful.

- I feel that I am not successful at school.
- Most teachers don't really expect very good work from me.
- I'm not certain I'll be successful as an adult.

* indicates a significant difference ($p<.05$) between groups

■ participants ▨ non-participants

FIGURE 8

SCHOOL BONDING

What Helped

Three sets of factors helped to predict movement towards the goals of activities: knowledge, shared leadership, and something from afar.

Knowledge of the Change Process

Personal knowledge of and experience in the difficulty of change, supported by the very nature of the projects, proved essential to personal sanity and organizational change. When the initial participants returned to their home sites, they quickly discovered, "everyone is not as fired up as we are." Advance knowledge of the challenges helped participants, in the words of one of the workshop speakers, "Know when to duck and when it is safe to stand up again." Personal knowledge of the difficulty of change helped them understand and support their colleagues through the trauma. A high school counselor put it bluntly, "Reforming school is a piece of cake compared to reforming one's inner self."

For a perceptive and rich rendering of how this and related issues played out in another school change process, we recommend *Early Lessons in School Restructuring*, by Lieberman, Darling-Hammond, and Zuckerman.

Shared Leadership

Site-based leaders in successful school change fulfill four functions: keeping the vision, supporting risk-taking, constructively pushing, and finding and taking advantage of opportunities (coordinating). These functions can be, and usually must be, provided by multiple members of the school community regardless of position in institutional hierarchies.

Keeping the vision, not to be confused with creating the vision, is making sure that everyone keeps their eyes on the prize—the centering convictions of the projects. This leadership task helped maintain clarity and coherence. An important leadership component of keeping the vision is acting in a way that is consonant with the vision—of modeling the attitudes and behaviors that are, in fact, the prize one is after. *Supporting risk-taking* is making sure people know it is O.K. to be "out there," primarily by avoiding the natural desire to condemn failure. When new ideas are encouraged, they are more likely to be created and to be tried. *Constructively pushing* is being positive but not letting people off the hook. It involves the delicate task of pushing one's colleagues strongly enough that they move, but gently enough that the movement is not a defensive step against the desired direction. The constructive element involved valuing and recognizing the efforts being made, giving the attention humans of all ages need, and taking and sharing pride in accomplishments. The pushing element involved ensuring that pride did not lead to cozy complacency. Finally, leaders across role and status boundaries found and *took advantage of opportunities*. The greatest opportunity of all existed in each other. So leaders supported collaboration and consulted with team members and others in the school community-at-large.

Leadership is traditionally thought of as residing in specific positions with the majority of people serving as followers. School change requires an entirely different notion of leadership. No single individual or position within a bureaucratic hierarchy is capable of fulfilling the leadership tasks essential for school change. When school

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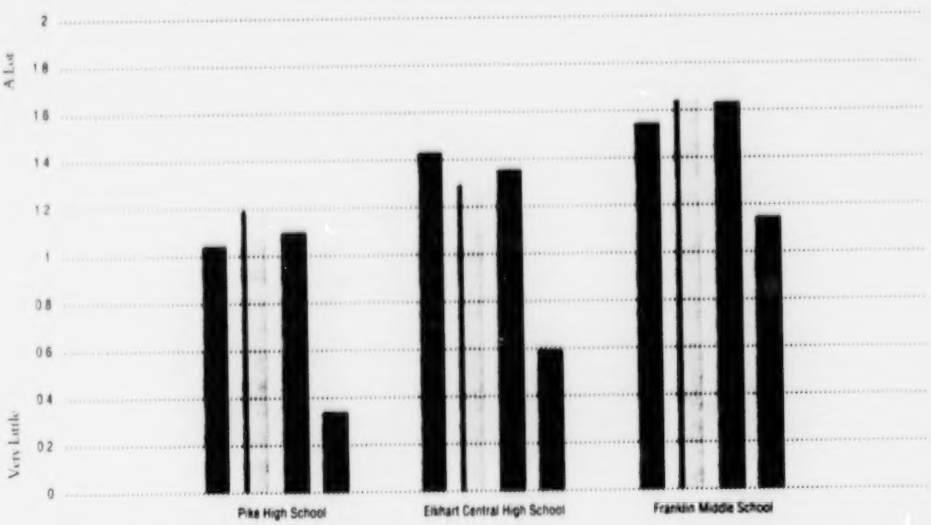
change takes root, the kind of leadership functions outlined above are performed by individuals across role and status boundaries.

Our survey of educational guidance tasks revealed a "staged" pattern of shared leadership. Figure 9 represents the extent to which all educators at three sites (Pike, Elkhart Central and Franklin) shared leadership functions. The patterns reflect the fact that Franklin was one or two years ahead in involving the "whole school"—primarily because their site-specific strategies involved the whole school sooner. This is indicated by higher involvement of all educator roles, including other staff. Elkhart Central, a large high school, began work with a school-within-a-school approach. Still, it is evident that Elkhart Central has involved most educators at high levels in coordination tasks. While Pike is making strides toward increased involvement of teachers and administrators in the guidance mission, the counselors are still taking the major leadership initiatives.

Over the past decade, a number of researchers have focused their attention on shared leadership and its role in changing the culture of a school. We particularly recommend the work of Fred Newman; Bryck and Driscoll; and Joan Lipsitz, whose work about young adolescents is particularly powerful.

Moving Toward Shared Leadership

Representative stages of a more inclusive culture of leadership in whole school change



To what extent are educators at your school involved in these activites or tasks? Very Little = 0, Sometimes = 1, A Lot = 2
Shared Leadership Tasks included tasks that involved coordination of school change activities.
- Arrange activities for staff development
- Participate with other staff on planning teams
- Consult with other school staff on how a student is doing
- Seek resources from outside the school for programs and staff
- Work with community advisory committees

■ administrator ▨ counselor ■ teacher ■ other staff

FIGURE 9

Something from Afar

District personnel, funding agencies, researchers, state boards of education, and policymaking groups have a role, and a responsibility, in school change. That role is to support the creation of environments where the knowledge, skills, and dispositions of those with the most direct information and role in change can develop and use their skills to make a difference for kids. Folks from afar cannot do the work themselves, but they can help create the opportunities that more localized leaders can then recognize and use. The participants with whom we worked felt that those outside the classroom crucible best supported their efforts with a tangible and an intangible. The tangible was time—not time-off, but time-on—to do the work they wanted to do, and found themselves capable of doing. The intangible was respect. Respect was related to time and money, but it was not dependent upon significant amounts of either. As one teacher put it, "They treated us like real people which is such a change." Respect modeled for school personnel the kind of treatment students and their families deserve. In addition, it reinforced the value not only of educators but also of the function of education. One counselor told us, "I figured since they were treating us like kings this must be a kingly task."

We recommend the work of Linda Darling-Hammond and her colleagues for a conceptual overview of the issues involved in the relationships between those external to the school and those within the schools as well as a series of case studies providing grounded looks at what successful relationships are capable of achieving. In addition, Gary Wehlage's article in Volume 25 of *Equity and Excellence* provides a provocative set of specific recommendations.

Challenges

One danger in school change strategies is channeling the focus to "the school and its employees" and bypassing the essential and inviolable focus on students to guide the change. Once again, it is the importance of keeping one's eyes on the prize, on the centering convictions of the work. When the purpose of change becomes the school rather than the students, the same situation nearly inevitably results—simplistic programmatic changes that rarely approach the core of the educational experience of students. Still, success requires a focus on the organization and its employees. It demands a recognition, in the words of one principal, that, "If you don't feed the teachers, they will eat the kids."

Which aspects of support seem to provide the nourishment educators need while keeping the focus on students? We asked faculty and staff about several important components: e.g., leadership of a team process, inviting participation, recognizing and valuing efforts, clarity of goals and roles, encouragement and support for new ideas, and skills and training of participants. Faculty and staff rated these processes in reference to the specific site-based change effort in which they had been involved.

The best predictors of change were whether or not participants felt:

- My efforts were recognized and valued by other school staff;
- The goals of this strategy were clear;
- The leaders of this effort consulted with other staff before making decisions;
- I was encouraged to coordinate my efforts with parents of students in our school;
- I was encouraged to coordinate my efforts with community members; and
- New ideas were encouraged when planning and implementing this strategy.

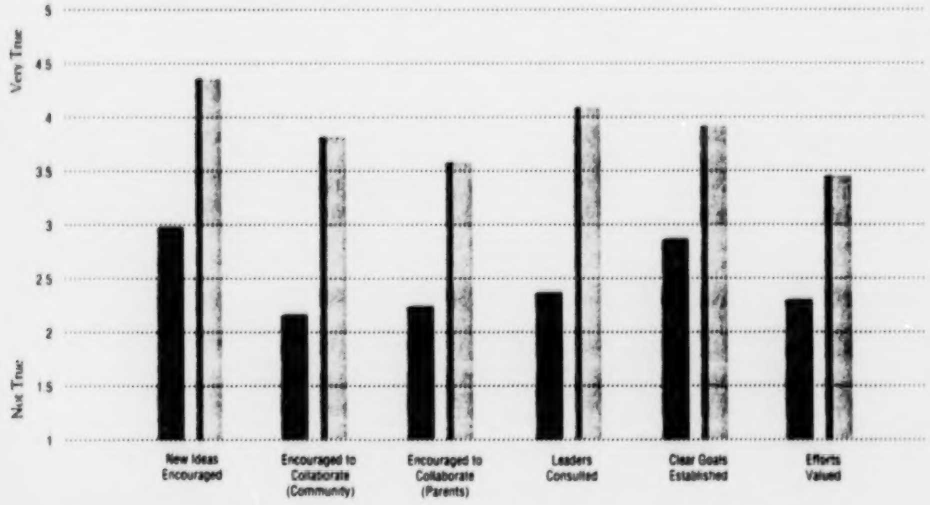
In other words, to support change: 1) Have *clear goals* (keep the conversation focused); 2) *Consult with participants* in decision-making; 3) *Recognize* the efforts made; 4) Encourage *doing things differently*; and 5) Invite the *involvement of non-educators*.

Figure 10 represents two different efforts within one school on these critical items. The school is Elkhart Central; the programs are Learning Communities and Student Support programs. Some of the critical differences in how these efforts were implemented include: 1) The Learning Community effort included fewer participants because they started smaller; and 2) The Learning Community effort required limited role change of the teachers involved, whereas the Student Support Program required teachers to do things that they did not feel well-prepared to do. In other words, the needs of the Student Support Program outstripped the capacity of the leadership to provide that support.

ENCOURAGEMENT=STRENGTH

Support That Counts

Learning Community faculty participants gave higher ratings in these areas than faculty participating in the Student Support Programs.



The staff responded to each change-related item using the following scale: **Very True = 5, Mostly True = 3, Not True = 1**

The Strategy Process Survey was intended to measure staff reactions to the change process that occurred in the programs implemented at their school.

■ Central–SSP ▨ Central–LC

FIGURE 10

Another challenge is to find the balance between doing something and trying to do too much. Overstepping the doable is just as dangerous as doing nothing. For one, it feeds the cynics and pushes the curious away.

"Don't try to do too much at one time," cautioned one participant. "When it fails, they say, 'I told you so.'" The moral may be do something, but be patient. Another issue is that by pushing too far an activity goes beyond its line of support. When an activity extends beyond its ability to support itself, the leaders, the risk-takers, and the initial converts to the cause may be left to wither on the vine. The wider the circle of involvement in an activity, the greater the need for support. Not only do such changes involve more people requiring greater support by their sheer numbers, the new people also require greater support than do the initial participants. As the circle of participation widens, the level of conviction often decreases. Thus, the support needed increases. If the support does not increase, the widened circle dilutes the centering convictions. Without the guiding passion of conviction, clarity flags and action fades. Eventually, the necessary power of possibility dissipates and with it, the future plans of students.

Programmatic changes require centering convictions, leadership, clarity, teamwork, and knowledge if they are to take hold and make a difference in the educational experiences of students. As one school administrator pointed out, "Without the values, you have many parts but not the whole."

Still, the "structures and stuff" are important—not only in their support of keeping options open for students but also in their effect on school people. Project participants entered their work together with the centering convictions, and they used those convictions to guide their work. As the circle of participation widened, however, people came on board without the same commitment. The lesson is: Do not wait for everyone's attitude to change to begin—even if that is eventually required. For some, using data to show the effects of current practices was sufficient motivation for change. Others, however, had to see it to believe it. Sometimes that "seeing" occurred when they visited another site. For some participants at particular points in time, the opportunity to visit other educators who were one or two years and a couple of changes ahead of them was a key support and motivator. Sometimes that seeing could only occur when they watched and listened to students and teachers on their site. Sometimes it only occurred when they changed their practices (with all the time, energy, and angst that requires) and saw the results.

The lesson is:

section three

widening the circle(s)

Carol Piety's Diary

February, 1994

The video was humorous, well-focused, and relatively short, yet most of my kids showed little interest. Shane and Sally started talking before the video even began and seemed genuinely offended when I asked them to stop. Lynn and Linda pulled out coloring books and crayons (coloring books and crayons in high school?). Frank did his best not to look at the screen.

I turned off the television at the end... "You know folks, I don't understand why that was so difficult for you to watch. Those were kids your age talking about issues that you live with everyday. I feel like every time we do something in here that forces you to look at yourselves, you are scared to death."

I had hit their hot button and the air fairly quivered with the intensity of their responses.

"Why do you keep making us listen to this stuff...We've heard it all before...We are just the way we are...What do those kids have to do with our lives?"

I found the statements incredible. "How can you sit here and tell me that values and decision-making have nothing to do with your lives?"

Frank leaned forward in his seat and jumped on the question, punctuating each word with the movement of both hands. "You don't get it. (pause) We don't care." There was silence in the room. No one made any attempt to soften the blow.

"Where is your hope, Frank? Do you think what you are now is all you will ever be?"

Frank deliberated a moment before delivering the knock-out punch. "What we need is a new TAP advisor. You care too much."

March, 1994

Our February TAP discussion was emotionally upsetting to me, and yet I felt there had been a breakthrough. Did the kids share that sentiment? The next TAP session finally rolled around. I told them I thought we needed to stop and reflect on the last meeting. I had five questions on the chalkboard. I asked them to take a minute to respond in writing, and then, I held my breath and waited for the complaining to begin. Instead, there was an imperceptible moment of hesitation on their part, and then they began to write. It was quiet. This was new. Later, I asked them to share some part of what was written. Here are some excerpts:

Verna: I like TAP because it helps us achieve our goals and make the best of ourselves.

Richard: It was boring, boring, boring.

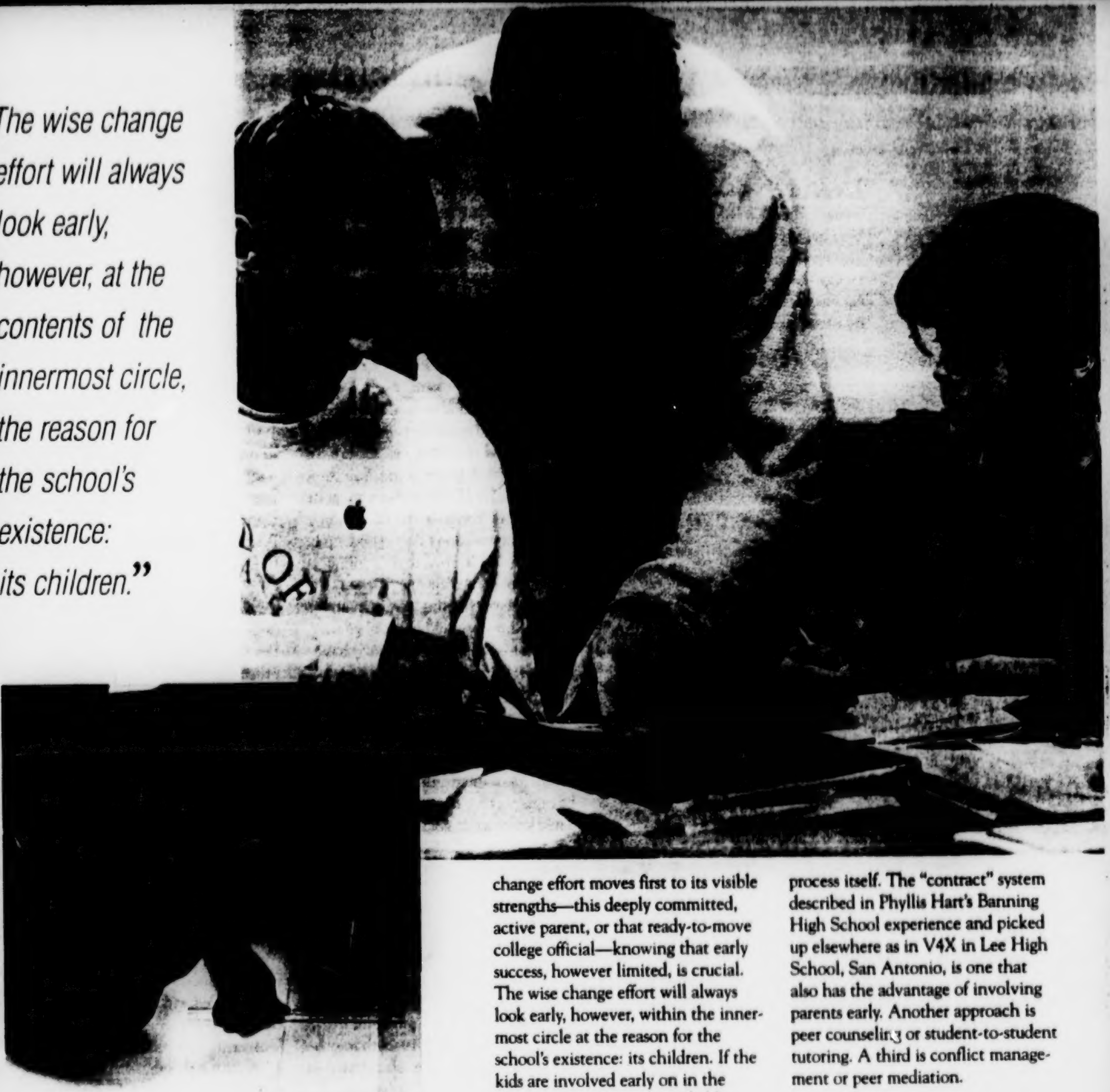
Sally: The last TAP session was a little out of hand. I felt that everyone was rude and disrespectful, including myself.

Laura: I felt our last TAP session was good. We received a lot of people's opinions on certain things.

Frank: I think we got a lot covered.

If I were to dream...

> *‘The wise change effort will always look early, however, at the contents of the innermost circle, the reason for the school's existence: its children.”*



The circle of support that school change must try to create and expand is actually a series of concentric circles beginning inside the building and extending out to parents, feeder schools, the community-at-large, and ultimately to destinations that cannot be predicted beforehand. These exterior circles are unlikely to radiate evenly out from the core. The wise change effort moves first to its visible strengths—this deeply committed, active parent, or that ready-to-move college official—knowing that early success, however limited, is crucial. The wise change effort will always look early, however, within the innermost circle at the reason for the school's existence: its children. If the kids are involved early on in the change process, an unmistakable signal is sent and received. This—the kids realize—really is about us and not just about them. These positive feelings are communicated directly and immediately among the students and, less directly but just as certainly, to the adults around them in school, some of whom may consequently begin to pay attention to the change movement for the first time.

Different methods have been employed to involve students early and proactively in the change process itself. The "contract" system described in Phyllis Hart's Banning High School experience and picked up elsewhere as in V4X in Lee High School, San Antonio, is one that also has the advantage of involving parents early. Another approach is peer counseling or student-to-student tutoring. A third is conflict management or peer mediation.

Principal Irene Martinez Jordan of Rishel Middle School in Denver, was born in Trinidad, CO, just north of New Mexico, and raised in Pueblo on "the poor side of town." Her Hispanic mother had only an eighth grade education, but she spoke and wrote in both Spanish and English. Irene went to a local college.

Jordan: "Teachers get tired of my saying, 'There's a college for every kid,' but I believe it in my heart."

On the way to her present position via teaching, counseling, a detour to try law school ("I liked the stories better than the law in torts class") and an assistant principalship, she became convinced that school children are not asked to do enough for themselves and so don't cultivate responsibility early enough.

Jordan: "My background was a lot like that of many of my students. From the beginning at Rishel, we had the whole staff trained in conflict management. We did so much training that the staff started calling me 'Little Miss In-Service.' It's tough going. You get a staff trained and half of them are gone pretty soon. You train the new ones, and maybe you don't do as good a job. But every kid learned to do conflict management. An eleven-year-old kid who has been fighting comes in and says, 'I know I should have asked for his point of view and we should have settled it more maturely.' You have to hide your laughter, but you can't help but smile happily to yourself. Then a peer mediator comes in and settles it. The reason I think it is successful now is that all of them believe in it. They have respect for the peer mediators. They know we're going to go with what the peer mediator decides within the limits we've set. It's a status thing. The kids like it, and it helps them understand responsibility."

Rishel—a school with close to a 20 percent dropout problem—bit off a big chunk when it tried a mandatory, whole-school contract program. It worked better in some years than others, and finally has been abandoned in favor of more selective, voluntary contracting. Jordan tangled with the math department over teaching methodology and backed down.

Jordan: "I even let them track if they wanted to, although the philosophy of the school is no tracking. They came back and said, 'Let's not track all of them.'"

Despite the struggle and the losses, Jordan believes Rishel is on the verge of meeting its greatest challenge. In a school with 65 percent Hispanic population (including three of Denver's six public housing projects), Rishel is undertaking a school-wide literacy program.

Jordan: "A lot of these kids are not at all fluent in English or Spanish. But we have a successful language arts program. We've had a complete change of attitudes in the teachers there. The sixth grade kids have pre-writing samples, and post-writing samples. At the end of the school year, they pick the best to pass on to the seventh grade teacher. At the end of the eighth grade, they have hand-delivered portfolios to their high school teacher in the ninth grade. We can say to those teachers, 'You may think Johnny can't write but read this first.'"

San Antonio's Lee High School got involved with students at both ends of the spectrum. Trinity University had been involved since 1986 with a program to bring classroom teachers in San Antonio together for an ongoing dialogue over improving public school education. After a year of brainstorming with outside stimulation provided by the likes of Ernest Boyer of Carnegie and Ted Sizer, the teachers recommended that the colleges of education work more closely with the public schools in preparing young teachers-to-be.

John Moore, Trinity's boyish-looking dean of the college, is an activist in community affairs (he's chaired the city's Y.M.C.A. and he and his wife serve food in a homeless shelter once

> *" I feel like it not only has positively affected my students' lives but also all students' lives as a result of the interns and what they learn and go on to do."* — Linda Palit

Pharmacist!

a month) and one of those responsible for the Alliance for Better Schools formed in 1987. A deep believer in linkages between colleges and schools, Moore wanted Lee to be involved in the new intern program formed by the Alliance.

Moore: "The way the intern program works is that our students do four years here at Trinity to get their B.A. or B.S., and then they go into one of the local schools for a year-long teaching internship to complete their master's degree in education. Bill Fish (a former student) and I respect and like each other. He's been the rock. Since this began, our kids are involved in teaching at Lee, and Bill has taught here."

In the fascinating way in which circles outside circles multiply and close, the Alliance started Trinity down a road of working with schools in 16 districts and with other partners (the Y.M.C.A., for one). Eventually, the agenda changed from developing a better program for educating teachers to working more broadly on public school improvement. The impact of the internship program on Lee High School was immediate and dramatic.

Fish: "We thought that these young, prospective teachers would learn something from the older hands on our staff. The opposite happened. Because of their youth, the interns started questioning the total process. It ended up with the teachers at Lee having to rethink their own involvement in the education process."

KOO started up around this time and many interns fell right in with its principles. Staff at Lee believe that the block-time (sometimes called "blockade" or "A-B" scheduling) providing 80-90-minute classes was one of the changes that was sped along by the Trinity interns.

Linda Palit, chairman of Lee's social sciences department, was one of the teachers who volunteered to mentor an intern the first year and has continued since.

Palit: "I feel like it not only has positively affected my students' lives but also all students' lives, as a result of the interns and what they learn and go on to do. It's one of the most important things I could possibly do. Yes, the interns do bring fresh viewpoints. The joy of teaching attracts people into the profession, but a lot never get through the structure of a school to experience it. It's given me the opportunity to work with more university people and to absorb more educational ideas than in the past. It's engrossing, revitalizing."

For Angela Breidenstein, first generation American-born, law school was clearly the true path to the future.

Breidenstein: "It all was an accident. Every time John Moore sees me he says, 'Just to think, she might have been one of those *lawyers*.'"

She was in pre-law at Trinity and headed for family law when Moore talked her into widening her horizons with an education program and later with a special education course. She ended up in the mentor program at Lee.

Breidenstein: "I had two mentor teachers, a German teacher and a government teacher. They were two women with totally different backgrounds, and I guess I'm kind of a cross between the two of them."

Later, Breidenstein learned that a German and social science teacher at Lee was considering retirement. Just her luck that she happened to be looking for a job. Now she's teaching full-time where she formerly interned.

KOO helped Lee High look to the middle school level for continuity as well. The high school set up a PAL program in which Lee juniors and seniors travel to Jackson to read with the middle school's sixth graders who have reading problems. Lee got descriptions of the younger students who needed the tutoring and then made their mentoring choices. Jackson counselor Susan Woodbury explains.

Woodbury: "They come over during lunch hour or after lunch. They can go to any part of the school or outside and sit under a tree. The older kid reads from a book the younger kid selects and which is purchased for that kid by Jackson. Then the younger kid tries to read for the older one. The kids said some nice things about that. The special feeling the older kids got was when the younger ones gave them their phone numbers and asked them for theirs."

Woodbury also talked about a dynamic German teacher named Angela Breidenstein over at Lee who had dazzled Jackson students as part of the middle school's program to get their kids involved early in foreign languages.

Sometimes, the seeds of change scatter far and wide, unpredictably, and it is possible for a distant circle or sets of circles to form. In 1992, Linda Taormina, a counselor from Weslaco High School, a small, heavily Mexican-American border school in the lower Rio Grande Valley, attended a College Board regional meeting and heard a presentation by Lee High School. Fish and the Lee staff at the meeting expressed their willingness to help and Taormina, back home, talked her principal into letting a team from the school attend a KOO conference that spring in San Antonio.

evitalizing

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widening the circle(s)

“The people who were inspired...we're different now and we won't lose that.” —Linda Taormina

Economist?

Taormina: “He could see how much I was committed and so he said O.K. He asked me who should go. I said a counselor, English teacher, math teacher, administrator, etc., and I graciously said I knew about it and others should go. At the last minute, we had three women and four men. I went back to the principal and said we ought to balance the team with one more woman (laughs) and maybe I ought to go after all. Everybody was so excited about what we learned that when it was time to leave, we wouldn't go home.”

Back at Weslaco, the team captured the enthusiasm of the principal and the acting superintendent. Asked the first thing they wanted, the Weslaco team requested a local conference involving several schools. The San Antonio KOO team hosted the conference and Bill Fish and others spoke. Enthusiasm spread and a “school-within-a-school” idea took hold. Taormina, who had gotten into counseling through migrant education, saw a great new opportunity for Hispanic children.

Then, the acting superintendent was replaced by a permanent superintendent, and Taormino now feels that she and her group made a grave mistake. They failed to present their work to the new superintendent who concluded that this was a vague set of plans instituted by his predecessor. The new super had his own agenda, and when new assignments were announced for principals the following spring, the fledgling Weslaco coalition fell apart.

Taormina: “I felt it like a knife in my heart. You can't change fate, but three years later we still talk about KOO and the kids who need to be helped. It's like a little flame I keep in my heart. Sometimes I think it is dying and then I have to go and hear someone like Bill Fish. I've kept my notebooks all this time and I hope one day I will get to use them. But the people who were inspired...we're different now and we won't lose that.”

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Pickens dropped a heavy load of responsibility on its young students from day one of its involvement in the Partners program. Peer counseling was a major program. An elite group of peer counselors made up the Pickens “Pride” contingent, upper classpersons who went from school to school putting on anti-drug and anti-alcohol skits and generally beating the drums for sanity, sobriety, and scholarship. Eighth graders were given a chance to peer counsel sixth graders and concentrated their efforts—through the schools' professional counselors—on students who were in trouble academically or personally. One who was selected early in her seventh grade year was Anita Evans. During her sophomore year, she was working with a girl from her homeroom.

Evans: “Her mom and dad were going through some difficulties and the girl thought she might be pregnant. She was very depressed and she said it might be better if she ended it all. I couldn't believe it; I asked her, ‘What do you mean, you don't mean suicide do you?’ And she said, ‘Yes,’ that's what she meant. I didn't know what to do at first. It was almost like panic. I felt like it was above my head to do anything; I asked her if she would go to see her counselor, Miss Atkins. She said she might, but she wanted me to go to Miss Atkins first.”

Lucile Atkins had set up Pickens' peer counseling program at the behest of Dennis Moore. She had been advocating it for some time before Partners had come on the scene and Moore knew that. She had been in the Pickens school system over 20 years (15 as a counselor), and had dealt with suicidal kids before. She took each reported case with utter seriousness, knowing that you never knew who might and who might not.

Atkins: “Anita was one of my best counselors. She could listen attentively and express her concern. I thought sometimes maybe she would be a fine full-time counselor when she chose something to do. Anyway, she showed up with this other girl and we talked and I asked the girl if she wanted help. She did. I told her I wanted to bring her parents into the situation; she asked could it just be her mother. I later found out that the father was attempting to molest her. So, her mother came and we talked over a period of years actually in my house. They both live in another town now without the father, and the girl goes to the high school and is doing very well. I think Anita still sees her at times.”

Evans: “Yes, I do see her and she seems to be doing very well now. As for me, I've always wanted to do something to help children in some way. It seems it's something I have to do. This experience strengthened that feeling in me.”

In Elkhart, the major ISGCLP thrust involving kids was the Student Support Group Program. The vote overturning it cut deep into the core team's confidence. But they had gone too far to turn back. Connie Ruff, who grew up in Louisville, KY, always had known she would go to college because her father, who worked in a box factory, had told her so. Her father also had told her to be sure before she left college to have something that would get her a job afterwards, so she took education courses on the side. She ended up teaching and, eventually, counseling. She felt uplifted by the ISGCLP experience, felt that the river of change was moving in a positive direction and was proud to be part of it.

Connie Ruff: "I believed so strongly in what we were doing that I couldn't give up on it. We just had to trust the process. In reflecting on the vote, we didn't spend enough time helping teachers change their roles from teaching to facilitating. Two days working with them was not enough. We should have brought in the students so that they, too, could see that it was a difficult role. It might have been better if we had pointed out the negatives right away, too, and gotten that behind us."

It's worth noting that the original Elkhart core group had no teacher member. In any event, the Elkhart core staff picked itself up, brushed itself off, and started all over again. On one of the last days of classes for the year, late in the afternoon, Ruff's phone rang. Tired, still down, she was tempted not to answer it, but her ingrained work ethic prevailed. She found herself talking with the mother of one of her Student Support Group students. Ruff remembered the girl as shy almost to the point of being withdrawn, and the counselor had never been sure what the girl was getting out of the give and take with the other students and with her, personally. The girl's mother told her that she thought Ruff and the students had turned her daughter's life around in the Student Support Group. She reminded Ruff of the photograph taken of the group. "She sleeps with that picture of her and the other kids in the advisory on the bureau beside her bed," the mother told Ruff.

The student, Julie Engber, felt the loss of contact with the other students in the group keenly.

Julie Engber: "I was so shy. I knew it, but in the group I was O.K.; then, all of a sudden, it was gone. Oh, yes, it really has helped me, even that little."

Her mother, JoAnn Engber, a registered nurse, agrees.

JoAnn Engber: "You can't tell me there aren't other students who needed that chance to bond with others and with a teacher."

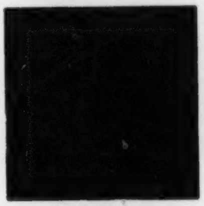
Then some of the teachers who had opposed the Student Support Program came to Ruff and Roz Byrd and asked whether the homeroom periods could be used to allow them to work with students, SSP-like. The homeroom had been an albatross at Central, generally regarded as useless when it wasn't actually mischievous. The two counselors saw an opportunity to reform the homeroom and begin to instill again the principles of the SSP, gradually this time and with the support the teachers needed to make their own changes.

Ruff and Byrd set up a committee of staff, parents, and students and conducted a survey to find out what the students wanted.

Ruff: "It was very exciting because the topics across the board they wanted to know more about were their future and academics and their careers. I think that is a major change, because when we've done surveys in the past, it's been a lot of personal issues. One of the most ironic things, we were having a meeting of the student health committee and were talking about the best way to bring information to the students—is it a video, or is it printed matter or what? And this one man I remember as having been most resistant to the SSPs said, 'Well, you know one thing we like to do is to have groups of students sit around with an adult and just talk.' (Laughs.) I looked at him and said, 'What a good idea.'"

Then, later that year, a team member who had intentionally lingered in the background stepped forward. Principal Bob Million, a devoted servant leader who preferred to see decisions evolve from the play of convictions on the school team, addressed the faculty council in a memorable speech in connection with the distribution of his Blue Book entitled: "Change at Central High School—Where We've Been, Where We Are, and Where We're Going." At our request, he recalled the gist of that speech.

Million: "'One thing, let's get it clear,' I told them. 'We're not going to continue to bring in a freshman class of 500 students and graduate less than 300 of them four years later. If an outside observer came in here and put a microscope to that, he would be able to charge us with negligence. We've got to find a way to help these students who are falling through the cracks. If we're serious about being after high achievement for all—and I would underline that word *all*—if we really believe kids can learn, we've got


Bob Million

to work harder. And we've got to keep trying the things we're doing now and do them better. You know,' I told them, 'you've got to look at what your school is doing and at some point in time you've got to consider the possibilities of what you can do to be a part of it or look at other options in your career.' The faculty heard me saying, 'Love us or leave us.' Then after that some said, 'Bob, you sound like you're so disgusted with us now that you're going back into top-down management.' And we talked about that for a couple of hours. And the answer was, 'No, we're not divorcing ourselves from site-based decision-making.' Like in all marriages, both partners might not agree on all decisions, but that doesn't create a divorce in a healthy relationship—(and here Million began slapping his hand on the table word-by-word) *a-healthy-relationship-that-is-going-to-support-high-achievement-for-all-students.*"

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Parental partnerships are considered by many in the school change business as the most important circle to widen and, simultaneously, the most difficult. The suspicion arises at times that most schools preach parental engagement but really want unambivalent parental support. Staffs that have courted authentic engagement know that parents, like any other members of the school family, judge whether they are welcome or not by whether their opinions are solicited and taken seriously by the school leadership.

When Sandy Kelley took over as principal of Sarah Scott Middle School in Terre Haute, IN, the school had already begun to overcome a lack of parental involvement that had been a sore subject in team discussions early in the ISGCLP conferences. Under former principal Carlos Aballi, the school got a good start by setting aside a parental room with phones, TV, and refreshments. When she arrived as Aballi's replacement, Kelley reorganized her office to be able to sit face-to-face-with rather than across-the-desk-from parents. She put plants around her office and banners that said "Parents Are Important" and "All Students Can Learn."

Dentist?

"*We've been startled to find that...this is seen as something unique or special.*" — Jennifer Meadows

Kelley had been a true believer for a long time, out of her own experience. She had overheard a teacher when she was a junior in high school tell another staff member that she (Kelley) was from the wrong side of the tracks and would never go to college, but instead would probably get pregnant and drop out. She had never thought of herself as from the wrong side of the tracks, but as she burned with indignation, she vowed not to forget.

Kelley: "I was devastated. I had always worked to get good grades. When I finished and got my degrees, I had copies made and sent them to that teacher. My instinct was that there were a whole lot of kids like me who perhaps other people didn't feel could be successful, so that became my calling—to help make children successful."

Jennifer Meadows came to Kelley's attention as a result of an unusual adoption of a child. Meadows and her husband were living in Profittsville, IN where they had served as foster parents. One day a 13-year-old Hispanic child was dropped off at their doorstep with a bundle of clothes in a garbage bag. The girl had been removed from her parents, and the Meadows took her in and eventually adopted her.

Meadows: "She came to us with very low esteem, a child that could not make a decision, who was failing every grade, getting into fights and smoking. Sarah Scott Middle School helped her and helped us. She has come a long way. She came to me one night and said she thought I needed to attend a school board meeting, and that's how I got involved."

That school board meeting turned out to be pivotal. The district had proposed closing down Sarah Scott now that a grand, new middle school (which some had dubbed the "Taj Mahal") had been built. Some seventy-five angry Scott parents were present. Sandy Kelley tried to hide her delight—here was, ready-made, the kind of parent-advocate group a smart principal would kill for.

Also present at the meeting was Scotia Brown, an African-American parent who had grown up in East St. Louis, MO, a heavily African-American community, and who had experienced a prejudice similar to that experienced by Sandy Kelley, except that in her case the information that she was not "college material" came to her directly from a guidance counselor. On her way out of the school board meeting, Brown stopped at Kelley's seat and whispered to the principal, "I've learned more about school here tonight than all the rest of my life. Do you think I'm going to be involved in all this now?" Kelley looked at her, smiled, and said, "Yes, I do think so."

Brown and Meadows, meeting for the first time, formed a parent support group on the spot. For the record and for public use they called it FREE (Families Rallying for Educational Equity).

Meadows: "It sounded so big and powerful. Actually there were only two of us in it, but the other parents didn't know that. It worked kind of like Amway; we built it up person by person."

Privately, they called their group PSSST (pronounced with a soft "i" after the P), and concocted the full name Parents Supporting Sarah Scott Today. They felt that the acronym, properly enunciated, accurately described the mood of the group and its dependence upon the healthy sense of humor they considered essential to survival.

In short order, Kelley set up Meadows and Brown as a team and, using herself as a foil, offered them as a motivational feature for ISGCLP workshops and for other schools in Indiana and elsewhere. They would talk to groups of educators and parents. Typically, Brown would begin something like this:

Brown: "I've got three kids, one thirteen, one seven and one five. I'll be in middle school for the rest of my life. To encourage my involvement in school, create a warm environment. School buildings are cold, impersonal, intimidating. When I ask you to my house, I make you feel comfortable, so you do that for me, too, please. Send me a note. Don't wait until there's a problem. He's done this or he's done that and now you're going to take disciplinary action. There are lots of stops along the way. Don't wait until you've got to take action. If I had known when it had just become a problem, we could have nipped it in the bud. Give yourself and me a chance to develop a relationship. Ask me to work in the school; chances are I'll accept. But don't send me form letters. The things I received as a child—encouragement and welcome—are the things I need now. Reach out to me; let me know I'm welcome."

Meadows and Brown were amazed that their routine was so successful.

Meadows: "We really didn't think what we had here was anything all that new. We thought it was just something we were doing. We've been startled to find that it's not being done everywhere, and that this is seen as something unique or special."

Sarah Scott Middle School didn't close. Beginning in 1991-92 with an involvement of 571 parents in formal school-related activities, the school increased the number in two years to 2,681. Now, to get a seat at a school board meeting, you have to show up early.

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Nothing takes the place of the commitment of parents and other family members in the home for the specific benefit of their own children. There is evidence that this commitment often can be awakened or stimulated by the school's efforts and that—in another example of circular social geometry—the resulting parental involvement further encourages school efforts on behalf of the children.

In Virginia, at Greensville County High School—60 percent white, 40 percent African-American—Marlon Lawson's family was trying to help him turn his life around. Through an uncle who had a brick masonry company, Marlon had developed skills as a bricklayer. It was obvious to his mother that he could do well in Greensville County High School if he applied himself. It was obvious to the school as well. Juanda Deloatch, head of counseling and guidance at the school, recognized it early. But it was just as obvious that Marlon was in deep trouble, having been frequently arrested and imprisoned several times.

Juanda Deloatch

Deloatch: "He had gotten in with a rough crowd and it seemed that he was always with the wrong people at the wrong time. But he wasn't the least bit slow mentally, and he had a beautiful personality."

Lawson: "I remember my grandmother—she kind of hated what I was doing, she was kind of sick, and she worried about me. If I'd leave, sneak out of the house at night, and she realized I was gone, she couldn't sleep. It was just worrying her. She started telling me what was going to happen to me—if I didn't stop

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hanging out, I'd end up dead or in jail for life. I remember it was a Thanksgiving night and all my cousins were there at home. And she was, like 'don't you go out tonight.' I ain't really paid it no mind. I said, 'I'm going out anyway.' And I went up to the club that night and a couple of dudes walked past and one dude was pushing on people and he pushed me and I pushed him back and he pulled out a gun, right, and I was stunned. I couldn't move. And a lot of my friends ran out, but when I ran out he had beat me out of the door and he shot me. After he shot me it was like twenty minutes before I saw my other friends. I been shot twice in my life, each time in my leg. And this time I thought about what my grandmother said to me about what would happen if I didn't straighten out.

"My mother, she always been an influence, but the things she says went in one ear and out the other. I ain't never paid her no mind. But the third time they had to lock me up, she went downtown with me and when they told her they had to send me away, she started crying. I had never seen her cry like, you know, real hard, and I thought about it. Here she's struggling and I'm locked up and it worried me. And I've got four other brothers and sisters younger, and what kind of example am I setting for them? They sent me to Crater (Petersburg, VA) for six weeks and then I went to Beaumont for the rest of the summer. I was 14 or 15 years old at that time. I thought about my mama crying like that. After I got out, I ain't been in no more trouble."

Marlon Lawson

Antonio Worrell

The school found it could influence Marlon after he got back in school the following September. Paul Britt, also African-American and the principal of Greensville County High School, had been patient, always encouraging him to do better, always shaking his head with a sad smile and telling Marlon when he was—as Britt put it—"slipping back," but never giving up on him. Britt was delighted when he saw Marlon talking with Antonio Worrell, of all people, an African-American student who had always applied himself.

Antonio was delighted, too. He remembered how Marlon had picked on him when they both were younger. He remembered being called "nerd" by Marlon and the other bigger, rougher kids. He remembered being afraid of Marlon. It gave him confidence that Marlon was interested now in improving his grades and that he wanted to be friends. It brought him a little out of himself, and he found that he didn't need to shrink back and be quiet all the time. He knew Marlon could use his help organizing himself to start real studying.

Lawson: "That's true. I had never had any friends in school really, just the friends I grew up with. And when I started deciding to really try in school, do the work, I thought, 'Hey I need some friends in the school rather than those friends out on the street.' And I thought of Antonio, someone who was doing his business, too. That's why me and Antonio are rather tight now."

Meanwhile, Antonio had been taking heat from Juanda Deloatch and his mother about the courses he had selected. He was on the honor role by virtue of having taken nothing but general courses, no college-level material.

Deloatch: "I had challenged him to take the high level English course, and in his senior year his mother and uncle were also telling him he could go on to college. He was apprehensive about it, but he and I talked about it, and I thought I had won him over to take the SAT and register for high level English. Then, after some time, a teacher came in and said, no, Antonio hadn't done any of those things. I told him I thought he was a little afraid to do it. I thought it might be good to send him to the principal, Mr. Britt.

Worrell: "She was right, I was a little afraid. If it wasn't for him (Principal Britt), I wouldn't be anywhere at all now. He sat me down and showed me the certificates on the wall he got from college—Norfolk State and Virginia State. All the time I was in his office, I was just thinking and thinking that could be me. He talked to me and told me, 'Antonio, you need to take the SAT.' And I was looking at those college certificates and thinking. And I went on and took the SAT and it wasn't that hard."

Down in Gulf County, FL, Michelle Roberts had reason to look a little to her mother, Ida Mae, in a way neither of them had expected. Michelle, enrolled in Rollins, had worked during her sophomore year in 1991 to save money to go to Australia on one of the college's programs. She had a great time there and, on return, decided to take the winter term off instead of coming back to Rollins. Right after Christmas, she found out she was pregnant.

Michelle Roberts: "When I found out I was pregnant, I did not want to come back to school. I was scared to death. At first, I thought of abortion—I even hate to say that word now. I'm not against abortion; that's O.K. for somebody else. My uncle said you could put the child up for adoption, and I couldn't do that. A baby wasn't important to the boy involved, someone I had been dating at home; it was very important to me, and that seemed to be that as far as marriage was concerned. I wasn't sure I believed in marriage anyway. My mother had had two bad marriages."

Michelle's mother was important to her at that time. She kept a cool head and gave her daughter room to make her own decision. Pregnant, Michelle went back to Rollins to finish her junior year. Her daughter, Chelsea, was born that following summer. The big decision that faced Michelle was what to do about finishing her schooling.

Michelle Roberts: "David Erdmann was the reason I had gone to Rollins in the first place, and he was the one I turned to when I faced that decision. He was the only one I could call on. I knew if there was any way I could do it, he would figure it out."

In February, 1994, she called Erdmann and learned that he was flying to Panama City shortly for a visit to Gulf County. She met him at the airport with six-month-old Chelsea in tow. As Erdmann bounced Chelsea on his knee, they talked about what could be done to get Michelle re-enrolled. Fortunately, she had an aunt and uncle in nearby Daytona who were willing to put her up and help her look after Chelsea. She was back at Rollins the next semester, working up to 30 hours a week and taking a full load of courses, headed for graduation.

Michelle Roberts: "It seems like I just can't start something without giving a good try at finishing it."

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Sometimes the community is involved from the inception of school change; sometimes that community involvement comes slowly and after the fact of change. If it develops imperfectly or not at all, the result can be stultifying to the change process. Of the projects examined closely in this report, Gulf County, FL and Pickens County, GA came closest to involving the community from the beginning. Both used the same technique—fund-raising attached to the idea of scholarship grants available to students to continue their education after high school.

In both counties, the support for students getting scholarship help to attend college has escalated over time. In Gulf, for instance, a total of 50 students got over $23,000 in scholarship funds in 1994. The endowment fund that has been set up totaled $52,500 at that point, but a letter drive was underway in 1995 to try to reach a $100,000 total. The hope was that, through this kind of one-time solicitation, sufficient funds could be raised to make the scholarship fund self-perpetuating.

Getting the entire community behind a school project is obviously more practical in a rural school district where personal relationships exist between pressure points of leadership. Pickens County moved swiftly to bring the community into the picture. It didn't hurt that the president of the Chamber of Commerce, John R. Pool, was also publisher of the *Pickens County Progress*, the local newspaper. Moore often got as many as four stories a week in the paper about doings along the educational front. The local Community Advisory Committee of this Partners site included representation by the banks, local industries such as Georgia Marble, the Pickens Technical Institute, civic clubs, doctors, a golf pro, an extension agent, a home economist, and the admissions officer of Agnes Scott College in Atlanta, GA, the post-secondary link school for Pickens.

This kind of community support explains the success Pickens has had increasing the amount of scholarship money available to students from $8,000 for eight students in 1991 to $51,000 for 51 students in 1994, with a goal of $75,000 for 75 students in 1995 and an eventual goal of $1,000 per post-secondary student. It does not, however, explain the defeat of a $16 million bond issue for a major construction program for the school system in March, 1995. That was seen as a test of the strength of the school change coalition and came as a rude shock, although the margin of defeat was only 600 votes. To Dennis Moore, the local Partners director, the defeat was instructive.

Moore: "We could sit back afterwards and say, 'Hey, bond issues have failed around here forever,' but the truth is we expected to win that vote. We simply failed to do the job we should have done communicating the need. We took some things for granted, and we shouldn't have. We should have taken the issue to the voters door-to-door."

The bond issue was rescheduled for a second vote, and this time the aroused school coalition was not caught napping. The bond vote passed.

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In most sites, the involvement of businesses and the community-at-large has come through specific efforts of the school forces. But in at least one, the initial push for involvement of businesses came from a group of students. Phil Cognetta, head of guidance at Franklin Middle School in Minneapolis, remembers:

Cognetta: "We were taking a bunch of kids over one Saturday to a financial aid session at the University. On the bus we got a good view of the downtown Minneapolis skyline. Several of the kids whispered together and one then asked me, 'What do the people in those buildings do?' It took me back two steps; but then, of course, I knew what the question was all about. I told them they were filled with working people most days. I had been all over the neighborhood talking with parents and kids; I would ask kids how many of them knew somebody who goes to work every day and wears a tie. Hands did not go up. Many kids don't see an adult every day. They are from single parent families and second or third generation AFDC, and it has become a way of life. These kids have a restricted view of what work is like."

> *"Where I had seen it as the school's purpose to educate the kids, I suddenly saw it as the whole community's. For me, it was like light bulbs going on all over the place."*
>
> — Sue Reynolds

Cognetta got the school's industrial partner, Norstan Communications, on the job and set up visits by the company's representatives to the school to talk about the kinds of jobs they had in computers, wiring and communications. Kids were matched by interest and shadowing situations were set up so that they could get a close feel for the line of work in which they were interested.

A former district guidance director, Cognetta had landed in Franklin when the job was abolished. Shortly afterwards, KOO came on the scene; he and an old colleague, Shirley Holdahl, began to "orchestrate" guidance in the school, using a piece of machinery that had been put into place by its conversion from a junior high school.

Cognetta: "Shirley and I were a very effective team, and we had our own status. Counselors could see the need for restructuring, the way the lid was being kept on retention. All children can learn, but they don't all learn the same way and at the same rate. But the school had established teacher teams, and they were available for us to work with. We could always find one of the four teachers you needed to work with on a daily basis, and it really facilitated change."

They set a goal of increasing the number of students from poor and culturally diverse populations in the mix of post-secondary bound students, concentrating efforts on eighth graders. They worked hard through parental contacts to get student participation in college-level mathematics courses, arranged National College Fair visits for all eighth graders, brought college representatives in great number into the classrooms—sometimes with college students as well—and arranged campus visitations to 18 separate college campuses.

They did not succeed without overcoming obstacles.

Holdahl: "The math teachers wanted to hold on to enriched classes for the kids who were ahead. We said, 'O.K., if you give *everybody* algebra before the ninth grade.' The principals at North and Henry (the two high schools that Franklin students go on to attend) said the kids did very well in ninth grade algebra."

Franklin commissioned an outside study of their effort to increase enrollment in algebra in the school. The results in the next paragraph are reasonably typical of transition years. That is to say, while numbers of students taking more advanced math courses increase, percentages of passes tend to drop in the first years, the result of poorer early preparation among the new course-takers and the time needed to create instructional and school practices that support the learning of all students.

Between 1990 and 1992, while the number of students who completed eighth grade at Franklin increased only from 278 to 305, the number of students who attempted college preparatory math increased from 121 to 201. The number who passed the course went from 101 of 121 (83 percent) to 125 of 201 (62 percent). The number of African-American males who passed went from 8 of 15 (53 percent) to 15 of 34 (44 percent). The number of African-American females who passed went from 17 of 24 (71 percent) to 29 of 50 (58 percent).

Holdahl: "We looked at the fail rates and realized that we had to do more for these kids who would never have taken algebra without our urging. Some of them were passing, but too many were not. So we instituted algebra support groups—something like team tutoring—in 1992. We expect and believe that the pass rates will show an increase the next time we have a study done."

Both counselors consider the KOO involvement crucial to the development of an ethical commitment to the students in Franklin. Again, the project won over a key individual in the school. Holdahl says that attendance at one of the early KOO sessions convinced the principal that the direction proposed in the project was correct. Teacher involvement was heightened both by attendance at these meetings and visits to other schools whose approach was geared more to all students.

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It took Sue Reynolds a long time, she came to think, to get the message. Then it happened in the unlikeliest place, far from the schoolhouse, in a park area where families went to spread picnics.

In 1992, MDC, the organizer of the workshops, gave the Indian Creek team a "homework" assignment to come up with a vision for their change movement. The team decided that if they were going to create a vision to be supported by the community, the whole community needed to be involved in developing it. They got together teachers, counselors, parents, administrators, school board members, students, higher education people, and businessmen, brought them to a park setting for a retreat, and asked them to start by talking about something like community values.

Reynolds: "I can remember feeling so energized because it wasn't just the school or just the counselors who were saying that we wanted great things for kids. Working on that together we got to hear the parents saying, 'This is what we want. We understand what you're trying to do and we're with you.' And it wasn't just the parents! It was the whole community, all coming together and bringing me a feeling of comradeship I never had before. It was just overwhelming. Where I had seen it as the school's purpose to educate the kids, I suddenly saw it as the whole community's. For me, it was like light bulbs going on all over the place."

Another involvement that meant a lot to Reynolds was with Leah Anne Kelley, a teacher, coach and fellow ISGCLP core member from Indian Creek.

Reynolds: "Leah Anne's very respected. She's the algebra teacher, and she believed in what we were doing. So in a way she was a key person on our core team because she could speak to the teachers in a way that we counselors couldn't. Leah Anne has had some 'ah-has' of her own, realizing that the counselors were overworked and could not provide quality guidance by ourselves. And so she became, in a way, our advocate, and said to the other teachers, 'Hey, get off of their backs. They're working as hard as they can, too.'

"Another big 'ah-ha:' I can remember listening to Scottsburg's presentation on the Teacher Advisor Program and getting real defensive and thinking, 'Wait a minute, we could have a lot of problems here. What happens if a teacher enters into a co-dependent relationship with a kid and doesn't recognize it and doesn't know how to handle it?' But I talked with Eldon (Eldon Ruff, professor of counseling and human services at the University of Indiana-South Bend, and a respected higher education representative in ISGCLP) and he said, 'You're right. You might run into a situation where a teacher is hurting a kid because he misused some counseling technique he read about in a book, but the potential for good so much outweighs the risk that is there.' And it hit me, 'That's right, it's really true. You can't accomplish much without some risks.'

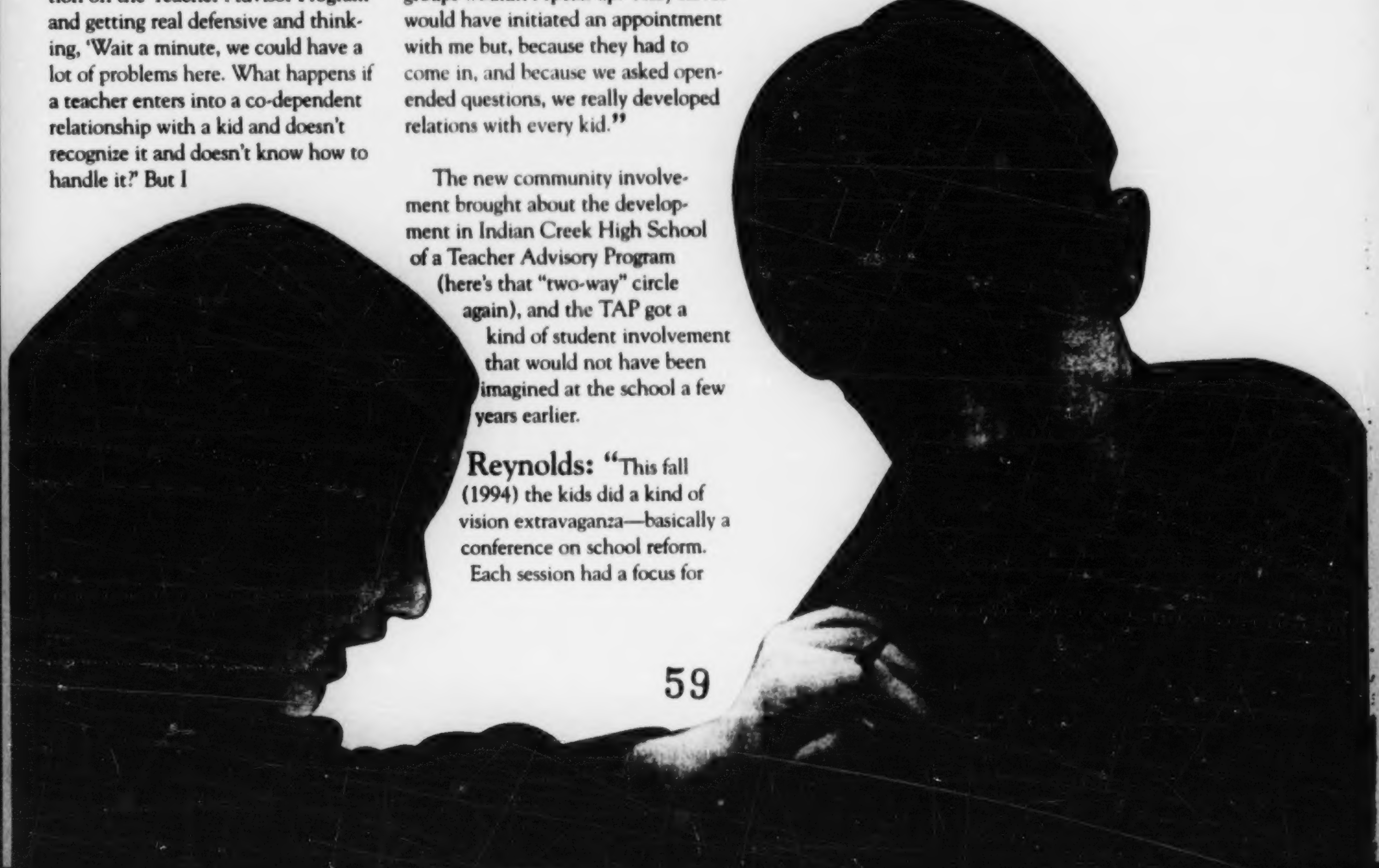
"Then one member of our school board decided for one reason or another that we were going to see every kid individually twice a year. I didn't think much of that; I thought my time could be used more effectively in groups. But it was a mandate, and we decided to make the most of it. We started working on a portfolio and borrowed from the Lawrence team their student profiles. And that was neat because I got to work with kids and to know kids that in large groups wouldn't speak up. They never would have initiated an appointment with me but, because they had to come in, and because we asked open-ended questions, we really developed relations with every kid."

The new community involvement brought about the development in Indian Creek High School of a Teacher Advisory Program (here's that "two-way" circle again), and the TAP got a kind of student involvement that would not have been imagined at the school a few years earlier.

Reynolds: "This fall (1994) the kids did a kind of vision extravaganza—basically a conference on school reform. Each session had a focus for discussion. One was 'What kind of strategies should teachers use to help kids learn?' In each session there was a student recorder. When we ended the day, each of the recorders brought notes to the president of student council and the president of the student council went to the principal and said, 'Here are our ideas.' Hundreds of pages and the student council compiled them into a student plan for educational reform in Indian Creek High School. And it was dynamite."

Interviewer: "Was the kids' plan like the kind of plan you would design?"

Reynolds: "It was exactly like the kind of plan you wanted to get from us when you brought us together back in 1991 and we struggled so hard to do it (laughs). And, yes, it did result in changes. Everybody took the students' ideas very seriously because they were so good."



themes, findings & challenges

On the Paths to Where They Want to Go

In the previous section, we discussed the relationships between the centering convictions of project participants and the psychological investment of students in the school. In a nutshell, students were more engaged, less detached, had higher expectations for their own school achievements, and saw greater connection between school performance and achieving their life goals. While psychological investment is important, it is not sufficient. For students to have post-secondary options, barriers must be removed and plans to attend must be solidified. Our findings suggest that these two actions are important if students are to succeed in taking the concrete steps needed to meet the post-secondary requirements of their chosen futures.

Barriers

We asked students about the things that might get in the way of their pursuit of the post-secondary education required for their life goals. Common sense and statistical analysis both indicated that the fewer the perceived barriers, the greater the likelihood of planning for post-secondary education and taking the three necessary steps.

Responses clustered into three categories:

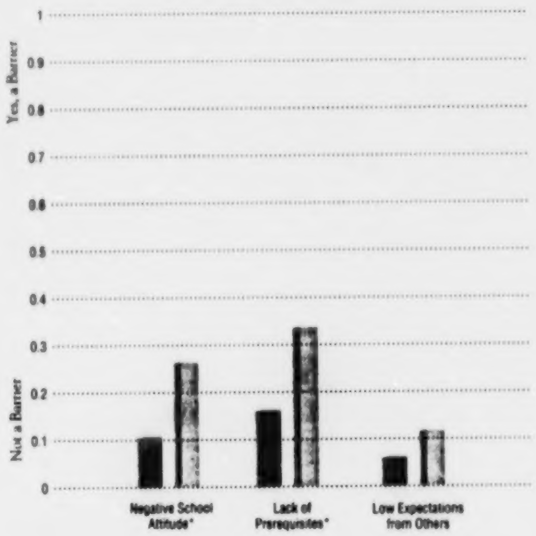
- School attitude barriers (e.g., don't like school, school is not important, would rather work);
- Readiness barriers (e.g., poor grades, poor admission test scores, wrong high school courses, finances); and
- Expectation barriers (e.g., not done in my family, not recommended by teachers or professional school counselors).

In the schools where students and school personnel reconnected through talking about educational guidance, they perceived fewer barriers to post-secondary education. Robert E. Lee's Volunteers for Excellence Program demonstrates the pattern (see Figure 11). Recall that V4X students were assigned general math courses upon entering high school before signing a "contract" to complete five years of college preparatory math by graduation. Their placement into general math deposited a large barrier to college before they ever entered high school. Yet V4X students perceived fewer barriers to post-secondary education than did non-V4X students.

ELIMINATE OBSTACLES

Student Perception of Barriers to Post-secondary Education

Participants in the Volunteers for Excellence program saw fewer barriers to their pursuit of education after high school.



We asked students about the things that might get in the way of their going to college. Yes = 1, No = 0

Perceived Barriers

Negative School Attitudes
- don't like school
- plan to take time off
- would rather work
- school is not important

Lack of Prerequisites
- grades not high enough
- admission test score not high enough
- can't afford to continue education
- haven't taken the right courses

Low Expectations from Others
- no one in my family has gone
- plan to be a full-time homemaker
- teachers or counselors don't recommend

* indicates a significant difference ($p<.05$) between groups

■ participants
▨ non-participants

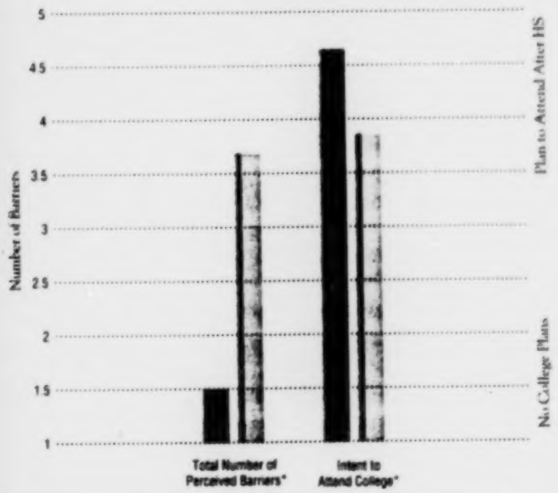
FIGURE 11

Perceived Barriers Related to Commitment to Attend College

Participants in the Volunteers for Excellence program perceived fewer barriers to post-secondary education,

AND

Participants in the Volunteers for Excellence program had a greater intent to pursue a college education immediately after high school.



Students were asked to indicate their plans to go to college after high school. The response options were arranged in an ascending order of certainty. Yes, right after high school = 5. Don't plan to attend college = 1

* indicates a significant difference (p<.05) between groups

■ participants ■ non-participants

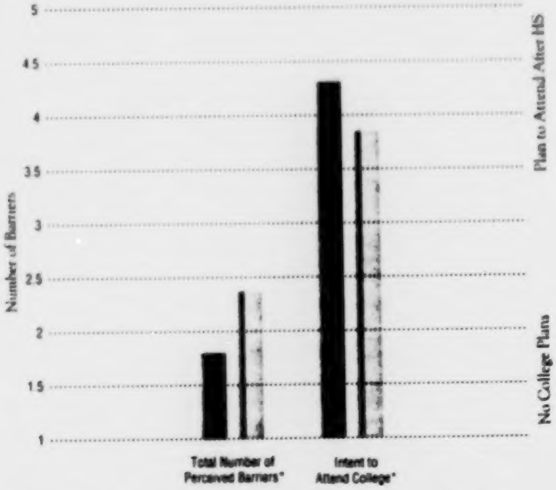
FIGURE 12

Perceived Barriers Related to Commitment to Attend College

Participants in the Pre-College Activities program perceived fewer barriers to post-secondary education,

AND

Participants in the Pre-College Activities program had a greater intent to pursue a college education immediately after high school.



Students were asked to indicate their plans to go to college after high school. The response options were arranged in an ascending order of certainty. Yes, right after high school = 5. Don't plan to attend college = 1

* indicates a significant difference (p<.05) between groups

■ participants ■ non-participants

FIGURE 13

COLLEGE PLANS

Commitment to Attend College

Not surprisingly, the fewer the perceived barriers to college, the higher the intent to attend college. Figure 12 again compares Robert E. Lee's V4X and non-V4X students to demonstrate the pattern.

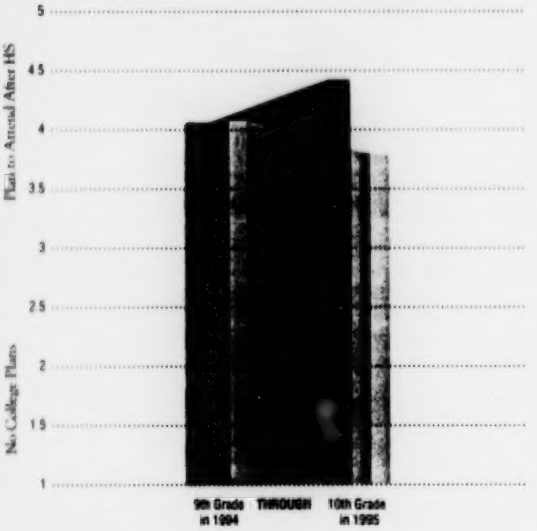
The relationship between perceived barriers and college plans begins much earlier than high school. Franklin Middle School students demonstrate that middle school students who participated in the Pre-College Activities program perceived fewer barriers to their college education and had greater intentions of attending college (see Figure 13).

There is also evidence to suggest that such benefits increased over time. The longer students participated in project activities, the greater their intent to attend college, while the intentions of non-participating students decreased. For instance, sophomores in their second year in Learning Communities professed greater commitment to post-secondary education than they did as freshmen and than the other sophomores in the school (see Figure 14). Figure 15 shows that V4X also increased students' intent to go to college over time. Again, it is noteworthy that the students participating in V4X were chosen because they were "at-risk" and Learning Community students were randomly selected. Thus, if anything, the expectation would be that the comparison group would have greater college-going intentions than participants.

[illegible]

Student Intentions to Go to College

Elkhart Central students who participated in Learning Communities increased their intentions to go to college over time, whereas those students not participating in Learning Communities lowered their intentions.



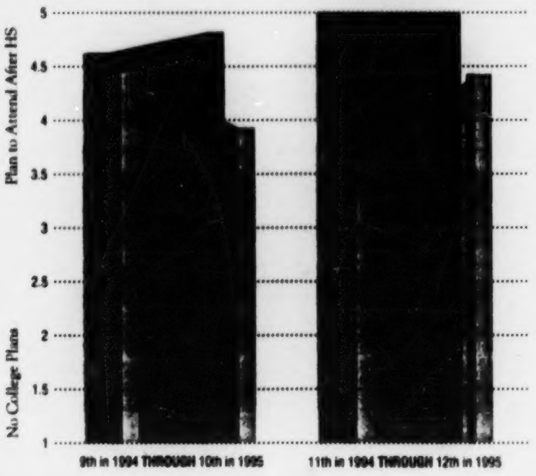
Students were asked to indicate their plans to go to college after high school. The response options were arranged in an ascending order of certainty.
Yes, right after high school = 5, Don't plan to attend college = 1

■ participants ▨ non-participants

FIGURE 14

Student Intentions to Go to College

Robert E. Lee students in the Volunteers for Excellence program steadily increased their intention to attend college. By the time these students were juniors and seniors, 100% said that they would go directly to college.



Students were asked to indicate their plans to go to college after high school.
The response options were arranged in an ascending order of certainty.
Yes, right after high school = 5, Don't plan to attend college = 1

■ V4X ▨ Non-V4X

FIGURE 15

Using Strengths to Stretch

Widening the Circle puts stresses on change process participants in two ways. It is likely that the expanded group will vary in their commitments to: 1) the centering convictions of the change; and 2) accepting the responsibility to change their own practices. In the previous section, we focused on the greater support needs arising from these two factors.

There were, however, sites that successfully widened their circles to include large percentages of their faculty, staff, and community. These successes all followed the time-honored adage to base education on the strengths, interests, and needs of the learner. The learners during circle widening are those people being asked to join the circle. At Sarah Scott, for instance, those people were the parents whose strength was their concern for their children and the neighborhood, and whose interests and needs were to keep the neighborhood school open and vibrant.

Another window to understanding this challenge is Katy Haycock's four keys to improving the academic achievement of all students noted in the first section of this report: 1) reduce tracking; 2) educate all kids in a rigorous core curriculum; 3) build a strong, proactive guidance system especially for children whose parents are not well-educated; and 4) build a strong academic support system so kids will actually succeed in classes. Eventually, all four elements are key and intertwined; yet, it is necessary to start somewhere. We found when schools started with their strength within these four areas, the other three areas were likely, over time, to follow.

A common initial strength among sites was a strong proactive guidance system. Pike High School and Franklin Middle School are examples of this. In both of these instances, the next step consisted of reducing tracking and educating all students in a rigorous core curriculum. This was done through changes in course scheduling that the professional school counselors, with a small group of allies, could actually pull off. Once students were in the classes, the next step was to build the academic support system necessary for their success. Thus, in Franklin, course-taking rates initially increased, but so did the percentage of failures in those courses.[1] In the course of the next several years at Franklin, the faculty and staff built the academic support system, and the passing rates returned to their previous level.

San Antonio's Robert E. Lee, on the other hand, started with Challengers, a strong localized academic support system. From that strength and success, the school then moved on to reducing tracking (e.g., V4X) and expanding the academic support system (e.g., Ninth Grade Teams). In all three instances, without taking on the whole world all at once or waiting until they were "ready" to take on the whole world at once, the whole world of their students' educational experiences changed. Starting with strengths maintained the centering convictions, and the circle widened.

When stretches do not begin with strengths, the stretch is too great a stress too quickly, support fails, and the change effort often snaps. Using strengths to stretch keeps the support demands achievable. The encouragement and support needed to continue can be met in equal parts from success in the task itself and from leadership, colleagues, and continuing education. The latter needs do not disappear nor even dissipate, but rather remain within the realm of the environment to provide.

Robert E. Lee's Ninth Grade Teams and Elkhart Central's Student Support Groups provide illustrative comparative cases. One major difference between the continued Ninth

[1] Percentages are misleading here, however. Yes, the percentage of failures increased but the actual number of students succeeding in a rigorous core curriculum increased—even in the first year of the change. Thus, since more students had more options available to them following the first year of the program, the program, even in its first year, would have to be considered a success.

Grade Teams and the discontinued Student Support Groups was in the nature of the change being requested. The stretch for the Ninth Grade Teams began within their strength—teaching academic content to students. Using strengths to stretch maintained the level of centering convictions necessary for the work to succeed (see high levels of efficacy and responsibility in Figure 16). Teachers in the Student Support Groups were asked to function as confidants and discussion leaders about "nonacademic issues," perhaps an unrecognizable stretch from dispensers of content. The starting point was outside their strength. While both programmatic changes included educational guidance, Ninth Grade Teams were less of a stretch because teachers could recognize their old roles in the new demands.

The Total Touch of the School

The work of the schools involved in these projects began with a mission to re-embrace educational guidance as a fundamental function of public education. The initial thinking was that to do so would require changing the professional school counselors' roles and responsibilities. They soon learned, however, that role changes were not limited to professional school counselors. Educational guidance had to become part of the total touch of the school. Nameplates with role-specific titles had to come down, new roles had to be constantly renegotiated, flexibly, with respect, and centered on hooking students to their futures.

Basic Guidance Tasks

The most basic commitment required of all roles and functions was to become an advocate for the future of every student in the school. This, at one point in time, may have been one of those things guidance counselors were supposed to do (such as

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Widening the Circle

When the Robert E. Lee faculty decided to expand the Challenger format to all 9th grades, they were able to widen the circle and keep commitment to centering convictions high.

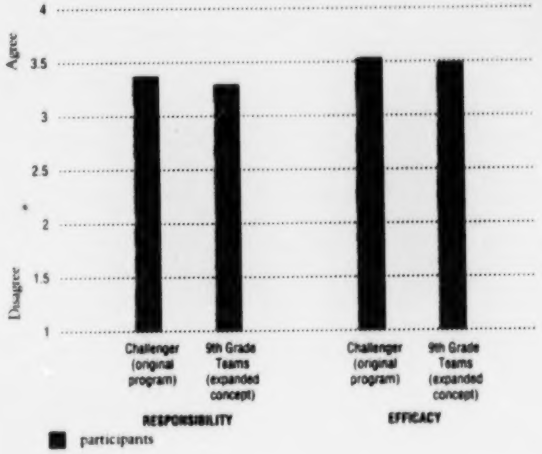
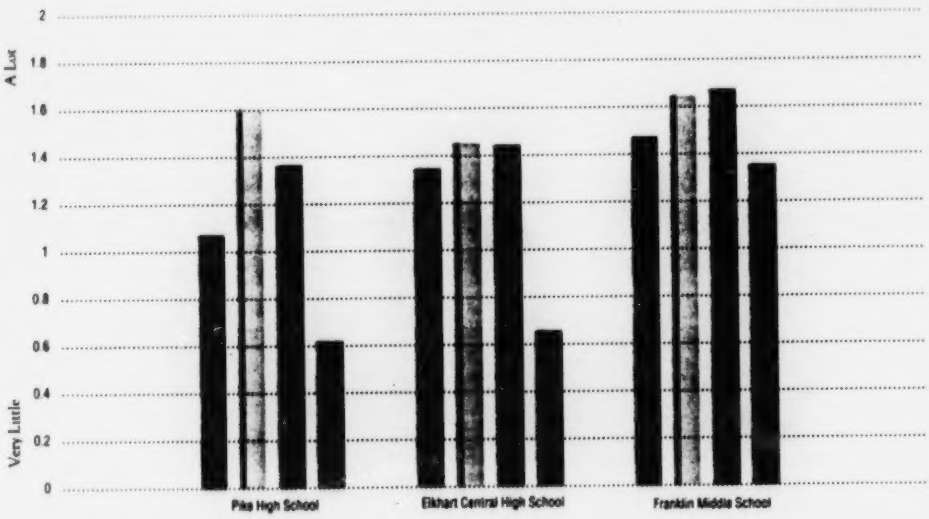


FIGURE 16

TEAM EFFORTS

Moving Toward Sharing Basic Guidance Tasks

Representative stages of increasing all educators' involvement in the guidance of students toward their futures.



To what extent are educators at your school involved in these activites or tasks? Very Little = 0, Sometimes = 1, A Lot = 2
Basic Guidance Tasks represented those tasks that could potentially be endorsed by any educator but that were the basis of encouraging students to continue their education.

- Advocate for individual student concerns
- Encourage students to take the right classes to go to college
- Talk with parents about how their children are doing in school
- Encourage minority students to continue their education
- Publicize and honor academic achievement

FIGURE 17

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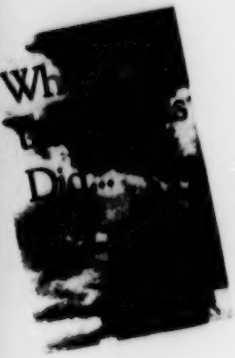


encouraging students to take the courses required to meet career goals and advocating for individual students). In the schools that put and kept students on paths to futures of their own choosing, these types of responsibilities, which we call basic guidance tasks, increasingly became the function of all educators.

The schools we studied which were further along the road of making educational guidance a function of all educators (Franklin in Figure 17) had high levels of participation across all school personnel groupings. Schools midway along the road, such as Elkhart, had one or two roles yet to be incorporated. Schools still in the early stages of widening the circle of involvement had high professional school counselor participation in educational guidance with some help from another source, as in the case of Pike. The bottom line is that in all the sites we studied, professional school counselors had more company in performing basic guidance functions.

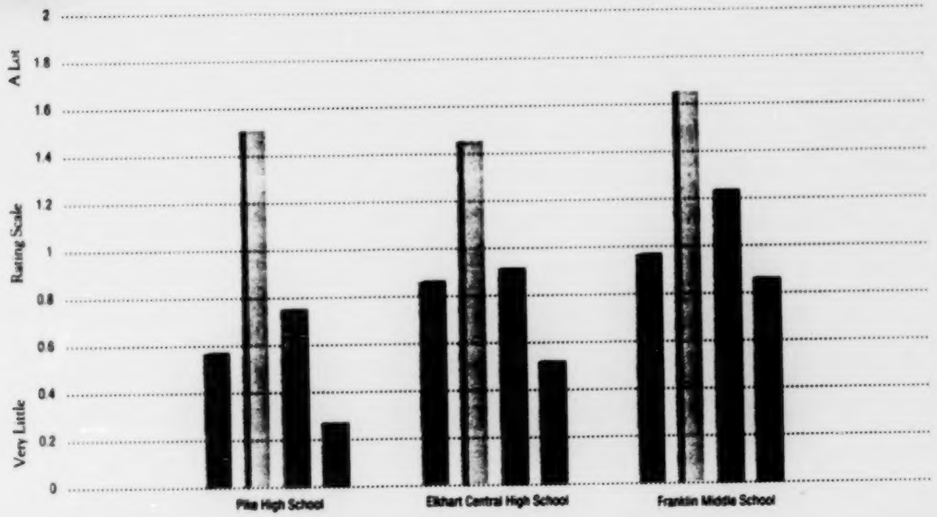
Specialized Guidance Tasks

In addition to basic guidance tasks, professional school counselors traditionally have also been responsible for more specialized educational guidance tasks such as classroom presentations on colleges and careers, arranging college visitations and fairs, and working with students and families to plot pathways to desired futures. As professional school counselors became the "orchestrators," rather than the sole deliverers, of educational guidance,

TEAM EFFORTS

Moving Toward Sharing Specialized Guidance

Representative stages of increasing all educators' involvement in the guidance tasks typically completed by professional school counselors.



To what extent are educators at your school involved in these activites or tasks? Very Little = 0. Sometimes = 1. A Lot = 2
Specialty Guidance Tasks consisted of functions that typically have been completed by guidance counselors.

- Do classroom presentations on college/careers
- Involve parents in student's planning, course selections, etc.
- Arrange college visitations
- Give information about college and careers
- Arrange for students to take the ACT or SAT college tests

FIGURE 18

other school personnel began to do more of these specialized educational guidance tasks (see Figure 18).

In Franklin, the professional school counselors had become the orchestrators of educational guidance. This was partially because their specific change strategies focused on expanding specialty guidance services for their middle school students. What began as a "counseling project" became a "school project."

Elkhart Central's successful programmatic change was more a change in curriculum and teaching rather than a "pure" educational guidance change. Though other school personnel do perform some specialty educational guidance tasks, this site used sources external to the school (in this case, Talent Search) to enrich these services for their students.

Initially, in Pike, an individual counselor orchestrated changes and is even now in the earlier stages of developing backing from other school members. Though Pike is still struggling to make educational guidance part of the total touch of the school, teachers, in particular, are becoming more involved.

Of special note is the "more you do the more you do" syndrome. As more people do work traditionally considered professional school counselors', professional school counselors do more of these tasks, too. When everyone "does guidance," it increases, not decreases, the tasks of the professional school counselor—it does not diminish the responsibility and role of the professional school counselor, it enhances them. The danger is in continually adding more responsibilities, more tasks, and more labor without ever taking anything away. All humans, even professional school counselors, reach a point of diminishing returns. The "more you do the more you do" syndrome has to stop somewhere.

Challenges

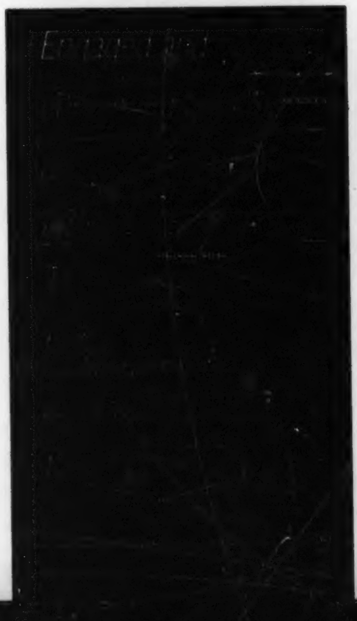
As the circle widens, opposition to proposed changes is inevitable. In all the sites, concerns arose from children and families who feel well-served by schools as they are. Some paint these concerns in a negative light, interpreting them as, "Do what you want for the unfortunate, but do not tamper with my privilege." In the sites we visited, we found a gentler, if no less intense, motivation. Most parents just wanted a quality education for their own children: "Will the proposed changes harm the pre-existing capacity of some students (my children) to write their own future?" Despite the inherent difficulty in separating race and class issues from who is served by schools as they are, we most often found the concerns to be grounded on the educational needs of their children, rather than on some form of bashing those students less well-served. ("If those other kids were smarter, or worked harder, or had parents that cared they would succeed too.")

These concerns have not disappeared in the life span of the projects we studied. Nor, in our opinion, will they nor should they. Engaged and concerned families are essential to the education of children. The challenge, then, is to use their concerns as support rather than opposition.

One successful approach to do so, as San Antonio and Indian Creek did, was to include people with these concerns early and throughout the process. Inclusion may provoke a few sparks early on, but ultimately, with skillful facilitation, the differences create strength rather than discord.

A second successful approach was to use data to back up claims that to help one group does not necessarily involve hurting another group. Pike serves as a good example here. When the school could document that advanced placement enrollment increased from 16 to 249, concerned parents could see the benefits for their children. Likewise, Pickens could point out the increase in SAT scores even as more students were taking the test.

The third successful approach (and usually all three were used in some combination) was to assure doubters that the rigor of the curriculum was not lessened with the changes made. It must be accurate, and be made evident that, if anything, academic standards are increasing, and that more (and more productive) time is spent on academics.



changing the culture

Carol Piety's Diary

August-October 1994

As I sat and listened to my TAP kids chattering away about their lives on their first day back to school, I began to realize that they seemed genuinely glad to see each other. I had struggled for two years, and now it seemed that a summer apart had produced what I could not—a sense of themselves as a group. Our junior level TAP curriculum was built around the concept of service-learning. The kids ended up cleaning out and organizing the community food pantry, sweeping out the town maintenance garage, and cleaning at a local church. They seemed to really enjoy themselves. Lynn wrote: "Last week I helped clean a church for a service-learning project. I enjoyed it a lot more than I thought I would." Frank wrote: "I thought it was very good. We need to do it a lot more often." As I read these reflections, I could not help thinking how far these kids had come in the last two and a half years.

March 1995

I decided to devote one of our March TAP sessions to the question: "How have you changed since you were a freshman and what do you think caused the change?"

My attention turned to Frank, seated next to the door. "Frank," I said, "it's fairly obvious to all of us that you've changed. What happened?"

He tilted back in his chair a little and nervously rotated the doorknob. "Well," he finally answered, "I just learned that there are some things you can't change."

Then Linda spoke up. "I actually go to school now." When I asked her why, she shrugged. "I just grew up." This was from a girl who had already moved out of her parents' home and had asked me for help finding her another place.

"Well, I was really pleased with your performance in algebra and chemistry last semester. You certainly belong in college."

She smiled shyly, but then her face darkened and hopelessness surfaced in her eyes. "But how can I ever afford to go?"

"We'll work on that. That's part of what I'm here for. There are scholarships, you know." I didn't know much about Linda's financial situation, but I did know that if there was a way to get her to college, we would find it.

58

changing the culture

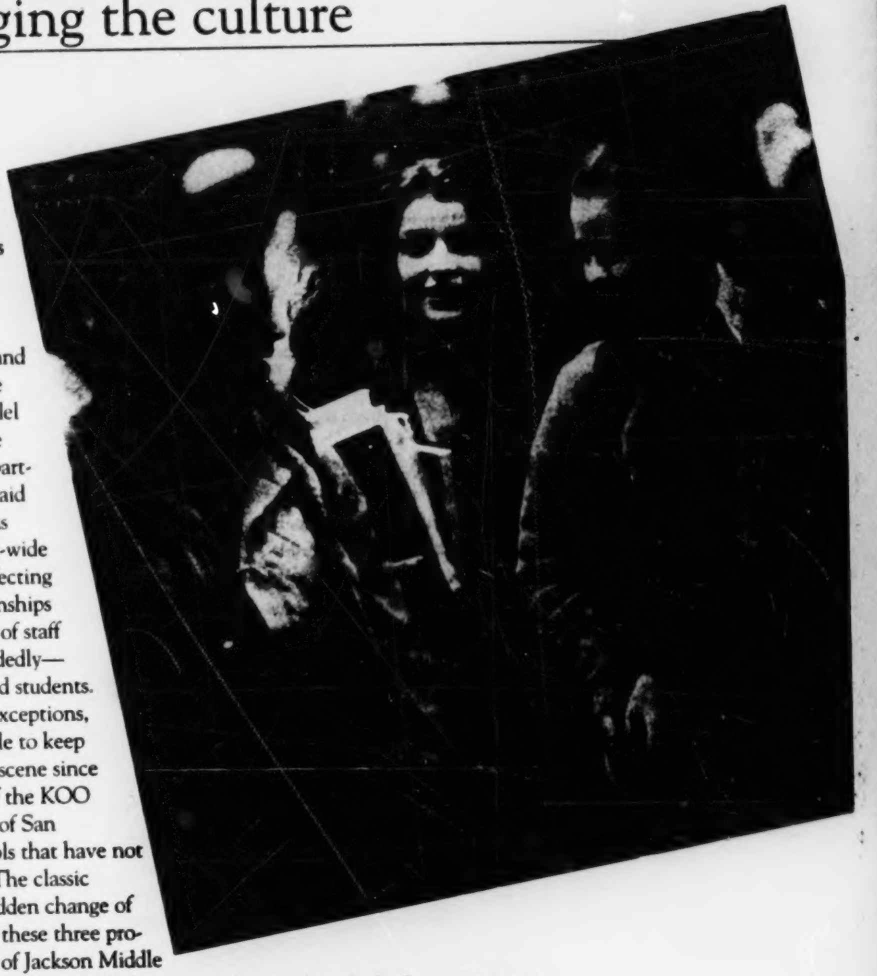
The widening of circles is an unceasing process. Always—apart from the crucial issue of whether this is really helping the kids—the big question is whether the change is permanent. With staff transitioning in and out, is the edifice of change sound, or is it likely to topple for want of continuity and nurture?

Or, to put the question differently in language that emerged increasingly from site discussions, has the culture changed? Are those who are left behind, born of the new spirit, in sufficient number and in sufficiently strategic placement to keep the spirit alive?

School culture classically is defined in terms of roles, responsibilities, and relationships. For the sites we have examined, the question, then is: Have the roles, responsibilities, and relationships that drive the schools changed to embody an ethical commitment to high achievement for all students?

Different situations, different answers. Tiny Weslaco's brief spark, touched off by San Antonio, may never make a flame. Even so, there is testimony that those who felt that spark are changed people. We have no way to calculate the impact they may have, individually, on the lives of students fortunate enough to draw within their compass, or on other teachers, counselors, and administrators who may eventually learn or take new heart from them.

As for San Antonio's Lee High School, the answer may well be affirmative. We found no better example of change reflected across the measurements of roles, responsibilities and relationships than the history of Lee's Challenger program which was initiated as a "school within a school" for heavily disadvantaged students and has more recently, following introduction of freshman teaming, become absorbed into the mainstream of the school proper.



Challenger's use of the concept of excellence to motivate students is effectively the school's way of teaching. With A-B scheduling and the impact of the work of Paul Tisdel and others in the mathematics department, it can be said that guidance has become a school-wide responsibility affecting roles and relationships across the range of staff and—most decidedly—between staff and students.

With a few exceptions, Lee has been able to keep key staff on the scene since the inception of the KOO program. What of San Antonio's schools that have not been so lucky? The classic example of a sudden change of leadership from these three projects is the case of Jackson Middle School, the Robert E. Lee High School feeder whose principal, Shirley Kearns, and key staff members—one observer put it at "50 percent" of the change leadership—moved on to newly opened Driscoll Middle School in 1992.

There was concern in the core group about the sudden departures and the fact that Driscoll was a school with an advantaged student population in a relatively affluent area. Kearns felt strongly that Driscoll's mission was as important in its way as Jackson's.

Kearns: "At Jackson, we began targeting the kids who would be in the Challenger program at Lee. Now, here (Driscoll) we have everything a Challenger program at the high school level needs, but we don't want the kids to know that the staff thinks they are at-risk. It's proactive. We're in this to prevent problems. There are kids at Driscoll who are at-risk, overage, on free lunch and who have minimum scores on the competency tests, but we can clean up that list. We don't teach honors here. Parents have been irate, but the superintendent has supported me. A mom came to me a few weeks ago and said, 'You teach an all-honors program here.'"

There is testimony that those who felt that spark are changed people. We have no way to calculate the impact they may have, individually, on the lives of students fortunate enough to draw within their compass.

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While counselors Jeannie McDaniel and Edie Ritchey observed that the Driscoll eighth graders actually were offended by a college-motivating video that featured street language ("We're not like those kids"), they also identified Driscoll kids who needed help. An outstanding example happened to be passing by as we talked and was dragooned into the room. His name is Derek Mandujano, a young man from the south side who had come from a troubled personal situation. An average student, he was in serious trouble personally, using drugs, hospitalized and deeply depressed (one suicide attempt). Somehow, someone rescued him and sent him to live with an aunt and uncle in the Driscoll district. Derek showed up with long hair, sporting dirty, greasy leather and with the manner of a street-smart kid asking, "Why all the talk about grades?"

It wasn't possible to see any of that looking at the neatly dressed and coiffed young man who stood in the room nodding at the description of the person he had been. He had been accepted by the other kids, to his surprise, and by the Driscoll staff, to his amazement. "I would never have believed it," he had told a team of five teachers not long before, "but you really do care." The more he was accepted, the less he seemed to need to wear his contempt for the world on his sleeve. His grades improved significantly.

> *"The International School kids may not be making the grades they should make, but they give each other hope. They all believe they will go on to college and we believe it, too."*
>
> — Chula Boyle

Architect?

Mandujano: "I've improved dramatically. I used to be a zero-average student and now I'm an A-B student. I love theater and arts and maybe would consider it for the future."

For all of the concern about Jackson's fate with the move of Kearns and key staff to Driscoll, it did not appear on our visit that Jackson was sinking back into the void. Both of the counselors, Margaret Lozano and Susan Woodbury, had been exposed to KOO and, specifically, to Phyllis Hart's motivational presentation. Woodbury had been working half-time at Jackson and, when Driscoll opened and the big shift came, she dropped her half-time job at the other school and went to work full-time at Jackson.

She and Lozano work well together. Lozano counseled Woodbury's son at another school and that's how the two met. Both gave Thomas DeFosset, their young principal, high grades for a progressive attitude and openness. Jackson's teaming seems to be moving along, and college visits for these middle schoolers are the rule. The school may be behind in parental involvement, but is trying. Sixth graders who read poorly are being mentored; DeFosset lets each of them pick a free book from the Book Fair so they can read it with their mentors, who are PALs from Lee High.

Then there is the Renaissance program, instituted by DeFosset, an Ohioan who came to the city to attend the University of San Antonio, liked the weather and the southwestern style, and settled in. Kids can get a bronze, silver, or gold card for 70 percent, 80 percent or 90 percent scores on a scale based on attendance, grades, conduct and the like. The cards are good for free admission to games, access to lockers during the day, front of line for lunch, or even an excused homework assignment or absence. Once a year, there is a Renaissance Fair at which the cards are worth freebies of all sorts and where staff have heard kids vow aloud to improve their status from bronze to silver or from silver to gold before the next fair.

DeFosset has been involved in KOO, although none of the staff has participated in district level meetings since Santa Fe in 1992. Lee counselors have been over to Jackson talking to the middle school kids, and DeFosset speaks warmly of Lee Matthew, the assistant principal at

Lee, Chula Boyd, and Bill Fish, all of whom were involved in a presentation the high school made to Jackson on A-B scheduling, the Challenger program, and performance contracts for mathematics.

He isn't sure how deeply change cuts at Jackson. From one perspective, he sees himself as principal, looked to for signals about what to do. If he left, he tends to think that much would depend on who succeeded him. At the same time, he sees elements of cultural change. One is the cluster meetings that are held monthly between principals in the district. These are institutionalized in his view and, because they are attended by administrators aware of the change movement and active in it, they could serve as orientation for any new principal.

Another outgrowth of school change in San Antonio's North East District is the International School of America, which, when we visited a fourth time in 1994, was holding classes at Lee and being run by the first director of the Challenger program, Chula Boyle. This school features a high-achievement high school curriculum delivered in an intellectual context that is collegiate, and even, at times, post-graduate. "Students are encouraged," reads the brochure, "to write for publication in their areas of specialization." Small classes and hands-on experimentation are the rule. For example, in a chemistry class, students might be working on an experiment guided not only by a teacher but also by a chemist from industry. Students are supposed to leave the program essentially bilingual and having participated in business internships, community projects, and an educational exchange program in a foreign country. So is this an elite school?

Boyle: "No. Not a bit. We planned it to cover a lot of very different students from different populations. We've got 113 kids, including 25 gifted and talented, 12 kids identified for the Challenger program and 6 special education kids of whom 3 are attention deficient. The school is everything I wanted Challenger to be but it couldn't. We had to focus on the neediness of all the kids. Now, while I've got Challenger kids, I've got a lot of others who are holding their own or doing better. It's a very heterogeneous group. But here we really get to focus on curriculum. The Challenger kids only had themselves as role models. The International School kids may not be making the grades they should make, but they give each other hope. They all believe they will go on to college, and we believe it, too. They've got to make an 80 on anything to 'pass' it. If they don't, they do it again. Will the school be the model for the future? I hope so. Will it be a model for Lee? I don't know but I'm sure it will have an impact."

Perhaps because of its compact, rural configuration, and certainly because of the district-wide nature of its change, Pickens County seems most likely to have affected permanent cultural change in its schools. Several staff members, asked about the permanency of change, express themselves positively. Asked about what would happen if he left the district, Dennis Moore, the school change leader, answers confidently.

Moore: "I've got enough people around me. There are maybe (he pauses to count) 12 people in leadership roles; we're real tight; we understand what we want and where we are going. If I don't plan for my not being here all the time, I will have failed."

Despite its setback in the Student Support Group vote, Elkhart has moved along steadily on many change fronts. Most impressive are the changes by race and grade in percentages of students taking academic English tracks over a three-year period. In the period between 1991-92 and 1994-95, African-American student participation in academic English in the ninth grade went from 50 percent to 84 percent; Hispanic from 67 percent to 81 percent; and white from 70 percent to 82 percent. Perhaps more impressively, these increased participation figures held steady for all three ethnic categories over four high school grades, showing a mass movement toward full participation in college-level English.

At Pike, counselor Jim MacGregor's incipient one-man-show has long since become a school-wide movement and one that has the attention of the district and other schools within. In a recent meeting, a room full of administrators, teachers, counselors, parents, and a school board member talked about what has happened at Pike. Most impressive was the testimony of new principal Tom Dohrmann.

changing the culture

Dohrmann: "I can speak to this because I've had very little to do with it. We're on to something here that is broad-based and has tremendous impetus. You can call it changing counseling and guidance, but it has no segmented barriers. It has become systemic change. The faculty is really engaged. We're going to blockade class schedules, and the work leading to it has all been done by a committee with parents on it. It's very powerful. I've never seen anything like it in my career. Oh, yes, it would continue even without Jim and Larry (Galyer, Director of Secondary Education)."

Dohrmann's presence is worth noting because he replaced a less supportive principal, a reminder that the transition of personnel is not always a negative. To the question of whether the spirit currently at Pike amounted to change of the culture, several staff members gave testimony. Eric Witherspoon, the new superintendent of schools, spoke eloquently about the impact of Pike's work on the district. Donna Craycraft, an English teacher who has worked tirelessly on committees to move the change process, says she takes her cue from MacGregor.

Craycraft: "We've still got resistant people in the school. Some people take persuasion. We think of Jim as a turtle who keeps steadily moving along. When someone says, 'I can't stand it any more,' Jim says, 'You have to keep on keeping on.'"

For himself, MacGregor, who has called his commitment "the curse," remembers times when "I wished I had never heard of the Lilly Endowment or ISGCLP." But he is pleased to furnish numbers that he says help him gauge the progress that has been made.

Pike's figures on math are impressive. The school had only 45% of its students taking college-level math the year before ISGCLP began. The percentage rose to 55% a year later when Pike dropped three of the five below-college-level math classes. When the last general math course was dropped this past year, the rate increased to 67%. Even more impressive is that failure rates in these classes were halved (from 12% the year before ISGCLP to 6%, 6%, and 7% in the three years since).

MacGregor: "Now people may see that and ask, 'How could they be getting that many more kids in college-level math and having fewer of them flunk?' I think the answer is that the counselors identified kids who were weak in math and got them in summer school. A lot of them this year took pre-algebra and I think that's why the failure rate hasn't exploded."

In roughly the same period of time, students at Pike planning on continuing to post-secondary education have gone up from 70% to 80%, the percentage of ninth graders failing has dropped 5-8% across all academic subjects, and the number of students in advanced placement courses has gone from 16 to 249, with the percentage of African-American kids involved going from zero to 19%.

At Fort Wayne, Ron Flickinger was still trying to hold together a coalition of schools whose brief bonds of unity were threatened by longer periods of non-communication. It all wore on Flickinger, and so did his own increasingly earnest commitment to the kids who lined up in the hallways to see him. He reported that recently hard-line security forces had gained permission to use dogs to sniff out drugs in students' lockers. An anonymous tip line was set up and anybody who wanted to could touch off a search of this nature.

Flickinger: "Anyone could say, 'Johnny Smith has drugs in his locker,' and they would search the locker. I got real mad about that. I helped a couple of kids co-write a letter to the newspaper, and one of them got an anonymous letter threatening him. A friend had the kids on television and put them on a debate, and I got some hassles from teachers over that. We had a debate and a great discussion on TV. Fifteen policemen surrounded a county school while people in fatigues went in there and searched. Before MDC and ISGCLP—I probably would have stepped aside, but not afterwards. Now, I've been getting the anonymous letters."

> *"You can call it changing counseling and guidance, but it has no segmented barriers. It has become systemic change. … It's very powerful. I've never seen anything like it in my career."*
>
> —Tom Dohrmann

Public Relations?

Flickinger didn't think Ft. Wayne was a candidate for having changed the culture of the schools involved in the project. He felt that the initial effort to change an entire district's schools systemically may have been a bit too much. But, on the more hopeful side, he reported that "inroads on culture change" had been made at Northside High School. He noted that the school established a "minimum rigorous curriculum" adequate for college preparation, and that in the measured years between 1993 and 1995, the percentage of African-American males completing that curriculum increased from 16 to 42.8%, while African-American females increased from 29.4% to 43.3%. He was particularly excited about a new approach being tried in the 1995-96 school year.

Flickinger: "It's a peer support program. Twenty to twenty-five kids in a room—seniors in with sophomores, juniors with freshmen, all together. There will be 72 of these groups with a teacher for each of them. We hope to use the older kids to influence the younger ones. The idea is to get the kids to have a clear, open say about the school. They will deal with real school issues and what they decide will be reported and acted on one way or another. What's interesting is this was decided on by a teachers' committee. That's one thing we owe MDC and the Lilly Endowment because they taught us to empower the teachers."

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But this account, thus far, merely hints at the full sweep of change, which expresses itself as well through the professional and personal lives of those who create and are affected by it. Students graduate and go on. Teachers, counselors, and administrators move from one job to another. Because of their people, schools develop new relationships with schools. None of what comes of this sprawling, undesigned growth could have been planned or even predicted and results wear the chaotic look of a life-force expanding by its own undiscernible rules.

At one level, some of this has a faintly systemic look. Jim MacGregor's early solo show in Indianapolis gave him the opportunity to wander into other teams' meetings, where he customarily wore the puzzled look of a stranger in town looking for directions. This led him to an informal attachment to the Elkhart team, to a swapping of ideas, and eventually to an ongoing series of visits in which he used Elkhart—a couple hours' drive north—as a staging ground to inspire Pike's staff, with a particular emphasis on the prominent doubters. "But always, only voluntarily," MacGregor adds. For their part, Bob Million's Elkhart staff went to school on gains in the math department Pike had attained. To this day, the exchange of visits continues to the mutual benefit of both schools.

Much of this part of the story can only be told anecdotally. In Lee High School in San Antonio, Angela Breidenstein, once a student mentor, now has a student of her own to mentor, closing that small circle. In Gulf County, FL, Cindy Belin takes her organizational skills to elementary school and sponsors a spread of the movement toward excellence and early awareness working with "pre-kindergartners through sixth grade" developing "real life situations for these little kids to imagine themselves in." There is a sign in front of the elementary school now that says, "It Makes Sense to Go to College or Voc-Ed School." Carol Cathey goes back to her first love of teaching math, knowing that she will miss the guidance contact with the kids. And Carolyn Rishel takes over the counseling office at Port St. Joe High School, having learned from her predecessors and from her own life, willing to bring her enthusiasm and skills to getting these kids ready for schooling after high school.

Rishel: "When Cindy was here the first year I was in guidance, I worked primarily with seventh and eighth grades and with ninth on an 'as-needed' basis. Whoever is senior counselor never ever gets caught up, so I learned to do some things with regard to high school by helping Cindy. I profited from that last year when I had seniors. I knew she was leaving, so that last year I went with her to every group; then, when I had that to do on my own later, it was easier. So, there was that continuity, plus I've been a secondary school teacher for a lot of years, plus having two girls of my own at college, so I knew some things."

Rishel, herself a native of Wewahitchka, took us proudly to the big map in the Port St. Joe High School counseling office, festooned with pins in college locations, strung to the names of graduates. The number of pins had multiplied noticeably in the year since our last visit. Some 70 of the 98 graduates had plans to attend post-secondary universities or colleges, including Florida, Florida State, and Florida A&M. Twenty-five of these were headed to Gulf Coast Community College.

And the map takes on new meaning with a project mounted by Erdmann to track graduates of the two Gulf County high schools for the five years between 1989 and 1994. He sent questionnaires to the graduate pool of about 750, in many cases relying on old addresses. He got 106 responses. Of those responding by the summer of 1995, 85% were either pursuing a technical degree, were in a two-year college, or were attending a four-year college. Concerned with the possibility that the successes might be the ones returning his questionnaire,

er

support

"I went off and left my mom and I hadn't been away from her for more than a week all my life. You all have the potential and you can do it. St. Joe has a lot of students who go on to college." — Michelle Roberts

Erdmann hired an intern to make random phone calls of existing numbers to try to interview as many other graduates as possible. This work in the late summer brought 64 more responses and of this second batch, 84% were pursuing some kind of post-secondary education.

While Erdmann's survey did not separate Port St. Joe and Wewahitchka students, Michelle Roberts' concerns stayed with the latter group, which she believed still lagged behind. A product of the Wewa school system, she had expressed her awareness of its "poor cousin" relationship with Port St. Joe, noting that Wewa was called "the redneck Riviera" in some quarters. Back in Rollins, pondering her own future, she found herself unexpectedly thinking about the place where she was born and grew up. She had considered that she would survive nicely never seeing Wewa again, but now she found herself unaccountably worrying about the kids there and their futures. A history major, she had seen herself going on to law school after getting her degree at Rollins, but now she was not quite so sure. After a talk with Erdmann, she decided to take his advice and spend part of her spring break in 1995 talking to kids at Wewahitchka High School.

We showed up on a sunny March day and met Michelle in the school office. Her reddish hair neatly tied back, she was dressed smartly in a black pantsuit, with a cream-colored blouse trimmed with a black collar. She stood, poised and confident, in front of a class of 14 seniors. She showed them a film about Rollins ("I'm not pushing Rollins, just one example"), and after that started talking to them about the possibilities for their futures.

Roberts: "I grew up here like you all, in Wewa. I went to this school. I had no idea what a college was like. Where would I live, would I have a horrible roommate, would I like my professors? I had never traveled much. Panama City. (general laughter) I went off and left my mom and I hadn't been away from her for more than a week all my life. You all have the potential and you can do it. St. Joe has a lot of students who go on to college. I love Wewa..."

Boy in class: "I think it sucks."

Roberts: "...(smiling narrowly at him and continuing) A lot of us are scared. I was scared to death, but it was the best thing I ever did. I flew up to Philadelphia with the crew team, the first time I'd ever been in a plane. I spent five months in Australia. I've been to an opera. How many of you have ever been to an opera? An opera, here in Wewa?"

She asked how many of these seniors planned to go on to college after graduating. A scattering of hands, most of these raised tentatively and then embarrassedly pulled back down. She noted that they had Career Day the past Friday and asked if they had learned a lot in it. A mild scratching of heads, quizzical looks exchanged, little verbal interest. She mentioned Pell grants and they all looked blank.

Another boy in class: "I don't want to go to college."

Roberts: "What do you want to do?"

Boy: "I don't know."

Roberts: "Do you want to work in the paper mill? It may not be there for you for very long you know. You don't want to be a bum, do you?"

Boy: (Shrugs)

Roberts: "Is it money? Do some of you think your parents can't afford to send you to college?"

Class: (Nods here and there)

Roberts: "I didn't have any money. My mother and I investigated financial aid. I have received $20,000 in aid per year and my family has spent something like $4,000 in all. It can be done. You can do it. (doubtful looks here and there) It's really all in your hands. If you can develop good study habits every one of you can succeed in college. And that opens all sorts of doors to your future. It's all out there for you. Have you talked with your guidance counselor?"

Class: (Looks exchanged again, laughter and snickering)

Roberts: "Seniors. I'd forgotten how difficult you can be. O.K. I can only tell you again that you can do it, you have it in your hands to do it and I hope you will investigate the chance to go on to college. It's not too late. It's going to mean a better life for me and for my daughter, and that's important to me. I want to thank you for letting me come to talk with you today and if there are any questions, I'll be glad to try to answer them."

Three classes like this. A few students came to Michelle afterwards, and she talked quietly with them. Later, she told us that she thought she had two who were really interested. A teacher who had listened to her approached. "You've got a natural teaching style. I really think you did very well. You should think about teaching as a career." Michelle had lost none of her poise and, despite the chill of being with so many kids who have found no reason to hope, she was obviously excited.

Five months later, we caught up with Michelle for an update. She had finished her work at Rollins with two courses at Daytona Beach Community College. She had gotten an A and a B+. She was still staying with her uncle and aunt, working two jobs, and getting a little more time with her daughter than she had while she was in school.

Roberts: "I'm going to get my teaching certificate; I've decided that. I'll probably go to FSU (Florida State University). That's close enough so that I can student teach in Wewa. Yes, maybe I'll start out teaching there after all. When Chelsea's big enough to go to school, we'll see about further education, see what happens. (Pause). Last week, a student teacher needed someone to help her with a kindergarten class. She told me later, 'You ought to do this; you're so good at it.' I told her I wanted to teach high school."

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In 1994—only two years after she had moved into the principal's office at newly-opened Driscoll Middle School—Shirley Kearns was asked to consider becoming the associate superintendent for instruction and curriculum for the North East District of San Antonio. She spent a good bit of time asking herself what that might feel like and in the end, it all sounded a little too good to be untrue. She took the job.

Kearns: "What made the decision easier was the good hands left in charge and throughout the ranks at Driscoll. You know we operated on site-based management there and everyone had a lot of ownership in decisions. When my decision to leave was made and everybody knew about it, they decided to have a focus group with teachers, counselors, parents and community people to decide what the school wanted most to move ahead on. The decision was to go hardest for teaming and technology. In deciding on who would take over, they wanted those to be key things along with heterogeneous grouping which we had."

Kaye Fenn, an assistant principal who had been at Driscoll since its opening and had written her doctoral dissertation on the school, was named principal. She took over, vowing to continue to move the school in the direction of service to all students. We called Edie Ritchey, one of the counselors we had met on a previous visit, and asked her about the view from her particular quarter.

Ritchey: "Everything looks great from here. The new principal is very much attuned to what has been happening and we're well pleased, although of course we will miss Shirley's leadership."

We asked Ritchey about Derek Mandujano. How was he doing?

Ritchey: "Funny thing, he was just in here day before yesterday. The year he left, the aunt and uncle wanted him to go back to his original home, but that would have put him back in the school he came from where he had done poorly and in the old environment as well. Finally, he made some further adjustments in his life style and the aunt and uncle said O.K. about his coming back to live with them. So he's a sophomore at Madison High School now and doing very well, As and Bs, involved in debate and theater and architectural drafting. Working in a fast food place. He likes to come back here because he had a rebirth here; he talks with the counselors and looks up teachers who had done some mentoring with him. He looks different somehow, almost like he had experienced a cultural change."

As for Shirley Kearns, she is pitching into the new job enthusiastically. She is working with 42 high, middle, and elementary schools, and she had brought the principals together the day we called.

Kearns: "I want them to think about how good they can be. I look at them as though they were all institutional leaders. How do we have real student achievement? I gave them restructuring materials. Things on teaming and advisories. I'm assuming that they are going to love doing this. The culture of schools doesn't get changed lots of times because nobody asks for it, and insists on it."

> *"He likes to come back here because he had a rebirth here; he talks with the counselors and looks up teachers who had done some mentoring with him. He looks different somehow, almost like he had experienced a cultural change."* — Edie Ritchey

awareness

Quietly at first, with little notice, Sue Reynolds of Indian Creek High School began to find ways to express the change that had come over her through exposure to the ISGCLP training and the great community conclave she had experienced. Then one day in 1994, she found herself elected national counselor of the year. Embarrassed a little by the attention that ensued, she soon realized that she had a bully pulpit and offered her services to David Dodson, MDC's executive vice-president. She would go anywhere, speak anywhere, to push the precepts of educational guidance.

Dodson, remembering Reynolds' doubts and defensive postures in the past, was at first astonished. But there was no gainsaying the person who was to call herself, with offhanded humor in the intimacy of friends, the new Sue." She had been to the mountaintop and had seen that bright, orange light. She was organizing a national leadership institute for top officials of the State Counselors Associations, to which she invited as presenters Dodson, Phyllis Hart, and Lorraine Monroe, a powerhouse motivator who has run inner city schools in New York City and who also was on the ISGCLP program. The conference took place eventually in July, 1995, in Boston and 130 participants got the message that ISGCLP had presented to the participants in the first meeting in Indianapolis in 1991.

The impact of Reynolds' conversion is being felt in her home state of Indiana as well. As a former president of the Indiana School Counselors Association, she has kept up with progress and has been squiring around the president-elect, Peggy Hines, a St. Louis native who is a counselor in Spencer, IN.

Hines: "There's no question in my mind that the counselors' association has been evolving into having a belief that all children can learn. I think it is a process that has been going on since even before Sue was president. It's an evolutionary mind-set and that's one of the reasons I feel real strongly that there's not going to be a flip-flop backwards. Sue and I have talked about her involvement in the ISGCLP project. It's been a real life-changing event for Sue, and you cannot be involved with that, as I have been, without it affecting you. So, yes, it has had an impact on me, validating some of my belief systems and encouraging me to work harder to open doors for kids."

At dinner with the two, we asked Reynolds if she agreed with Hines' assessment of change in the association and she nodded vigorously. "Were there not," we wondered, "still a lot of foot-draggers, people who needed to be persuaded?" She thought for a minute, wrinkling her brow.

Reynolds: "Nobody as troublesome as I was."

Then in mid-1995, Sandra (Sandy) Hillman, principal at Indian Creek for the past five, eventful years, resigned to take a similar position in Lebanon, IN. With Hillman's support, the school had made giant strides. In the four years of ISGCLP, PSAT-taking had gone from 28 percent to 58 percent of the student body. While only 53 percent of the students in the "class of 1988" had planned post-secondary education, the percentage was 97 for the "class of 1997." The concern was that Hillman's departure would put an end to progress.

Hillman was at pains to disagree when we caught up with her.

Hillman: "I do feel sad, as though I had left uncompleted things. And yet I felt that in five years I had moved the school forward. You ask about culture change: the culture of Indian Creek High School has definitely changed in my opinion. A teacher who was here and recently left said he could feel it. It will take time to regroup, but if I didn't give them some fire to go on, I didn't do my job.

"The truth is, I had felt it was time to be moving on for a little while. I'm a big school person, I need socio-economically deprived kids and this school (Lebanon) has them. A Teacher Advisory Program is missing and badly needed; we know now from our experience that it can't be done by a movement that's only counselor driven. Lebanon wants into ISGCLP.

"I wasn't driven out of Indian Creek at all. The political situation had changed. I admit it was bad for me for a long time, but the new superintendent is a leader. I worked with him for five weeks and already the healing process had begun. I had other offers to leave earlier and turned them down; I wouldn't have taken this one if it didn't appeal to me. I'd still be back in Indian Creek."

We called Sue Reynolds, part of the ISGCLP team from the beginning, as Hillman had been.

Reynolds: "When you have the vision of what's possible, a vision that creates energy and enthusiasm, a catastrophe seems like nothing but a little

beep. That's my feeling with this. I don't feel discouraged or anything.

"We've done site-based management here and we have been calling the shots as a team. We have just lost one team member, an important one, but just one team member. We can carry on the reform effort ourselves—others here who were not on the (ISGCLP) core team are much more instrumental in change than in the past. We've changed internally. In our hearts, we're different. We'll find a way to do it."

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Marlon Lawson and Antonio Worrell graduated together on time from Greensville County High School in the spring of 1995. Both are planning to go on to further education. Worrell, gifted in drawing, nevertheless sees his future in electronics, and is registered to attend Southside Community College with plans to go on to Virginia State University. Lawson knows exactly what he wants to do; it is something drawn from deep within his past experience, born of his most nettling frustrations. Dropping his street language, he spoke to us in high school graduate English.

Lawson: "I plan to go to Norfolk State and become a juvenile probation officer. I can do that because, while I've been in trouble, I've never been involved in a serious crime like a felony. I want to help poor kids who have been going through the same thing I've been through. I've been on probation myself, and I had a probation officer who was a real nasty lady. If you got a bad report card she would send you back to the Crater just like that. That's not helping kids. I plan to take all the kids I get and make something of them."

To Lawson's shock and distinct pleasure, he was asked to make the speech at graduation as the representative of the class of 1994-95. Chosen because he had turned his life around, Lawson asked for help from Rachel Young, assistant principal, another person he credits with having helped him in that process.

Lawson: "What did I tell them? I told them that nothing is free, that you have to work for anything that's worth having. I told them about the man in the glass."

Here are excerpts from Lawson's graduation day speech:

"In Webster's dictionary, success is defined as a favorable outcome of an intent. That is, we must do something for ourselves in order to become a success… Don't assume a door is closed, push on it; don't assume that if it was closed yesterday, it is closed today, and don't ever stop learning and improving yourself. Don't be afraid of taking risks or of being criticized. Hard work, initiative, and persistence are the non-magic carpet to success. …

"Never work just for money if you wish to have success. Money alone won't save your soul or build a decent family or help you sleep at night. Don't confuse wealth or fame with character. … We must join together as an entire community or a nation to establish an ethic of achievement and self-esteem in our families and in whatever we do. You will find that, once you respect yourself, everyone else will respect you in return. I leave you with this poem entitled 'The Man In the Glass.'

"When you get what you want in your struggle for self,
And the world makes you king for a day,
Just go to the mirror and look at yourself,
And see what the man has to say...

"For it isn't your father or mother or wife
Who judgment upon you must pass.
The fellow whose verdict counts most in your life,
Is the one staring back from the glass...

"You may fool the whole world down the pathway of life,
And get pats on the back as you pass,
But your final reward will be heartache and tears,
If you've cheated the man in the glass."

> *"What did I tell them? I told them that nothing is free, that you have to work for anything that's worth having. I told them about the man in the glass."*
>
> — Marlon Lawson

themes, findings & challenges

Concrete Steps

In some ways, the concrete steps students took to keep their life options open upon reaching the age of eighteen deliver the punch line of this entire report. In abridged form, the punch line is that students involved in these projects did take concrete steps that kept them on roads to the futures of their own designs. While data collection by sites was, from a research perspective, sporadic at best, verifiable figures paint a compelling portrait.[1]

It is incorrect and potentially tragically misleading, however, to even suggest that if all middle schools implemented college visitations and all high schools implemented advisory groups and mandated four years of math, all students would lead successful lives. Constructing futures is a long and complex process involving a nearly infinite cast of characters and context factors. First, schools cannot control all of the important factors—but they can control some of them. Secondly, success in any social endeavor, let alone one as significant and elegant as learning in schools, is not a linear A-to-B, or even A-to-Z, affair. We have tried to illustrate some of the multiple interweaving layers necessary for children to grow into the adults they, and we as a society, desire. Finally, futures are not set at eighteen when students leave free public education. Post-secondary institutions have a role to play and life, almost inevitably, has a way of intervening.

CHALLENGING COURSES

Pike High School

One of the steps Pike High School students took was completing four years of college preparatory math. Partially because the school extended academic support into summer school, the figures indicate a steady three-year increase in the percentage of students taking college preparatory math courses (see Figure 19).

Pike also kept numbers comparing the 1991-92 and 1994-95 academic years.

1991-92	1994-95
71% of freshmen passed algebra	85% of freshmen passed algebra
16 students in advanced placement courses; 0% African-American	249 students in advanced placement courses; 19% African-American
70% of graduates entered post-secondary institutions the fall immediately following graduation	80% of graduates entered post-secondary institutions the fall immediately following graduation

Elkhart Central High School

The following tables compare the percentages of students at Elkhart Central High School enrolled in Academic English by race and grade in the 1991-92 and 1994-95 academic years. Elkhart Central, school of the Learning Communities and the discontinued Student Support Groups, demonstrates that despite the exhilarating ups and debilitating downs of change, a school's effort can make a difference.

African-American Students Enrolled in Academic English

	1991-92	1994-95
Freshmen	50%	84%
Sophomores	56%	84%
Juniors	56%	75%
Seniors	26%	69%

Hispanic Students Enrolled in Academic English

	1991-92	1994-95
Freshmen	67%	81%
Sophomores	63%	86%
Juniors	86%	100%
Seniors	40%	100%

Students Taking Advanced Math Courses

The percentage of students at Pike High School who are taking college preparatory math classes has increased.

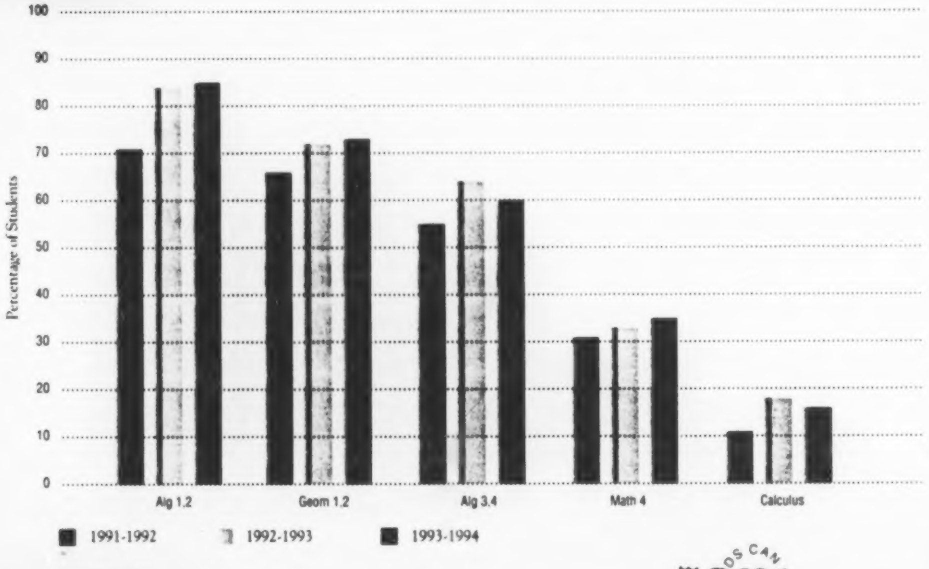

FIGURE 19

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[1] Many of these figures have been mentioned throughout the narrative, but are presented in one location here to provide an overall picture.

European-American Students Enrolled in Academic English

	1991-92	1994-95
Freshmen	70%	82%
Sophomores	75%	79%
Juniors	69%	77%
Seniors	71%	76%

Robert E. Lee High School

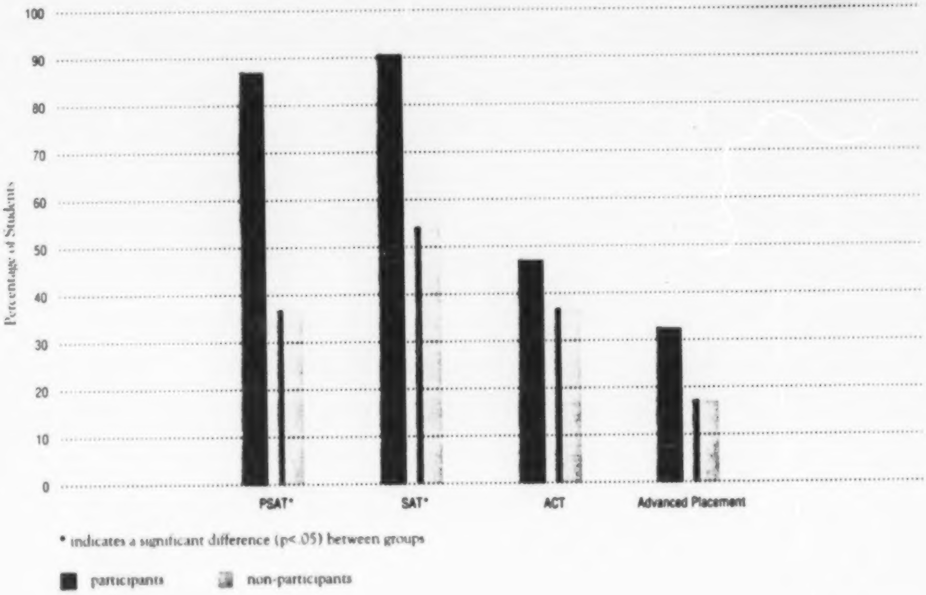
Figure 20 to the right demonstrates the dramatic difference in college entrance examination plans between participants and non-participants in V4X.

Robert E. Lee also demonstrates advancement on equity issues. Figure 21 illustrates the increasing number of students of color enrolling in pre-calculus and calculus classes. A recent study from the Education Department indicating that students who take pre-calculus and calculus in high school show greater SAT test gains than their peers (NCES, 1995) underscores the significance of these figures.

Franklin Middle School

Franklin provides an example of the role a middle school can play in supporting post-secondary options for students. Figure 23 documents the increasing numbers of middle school students enrolling in pre-algebra and algebra.

These math courses are, in effect, the gatekeepers to the gatekeepers—they open the door to a high school curriculum that opens the door to post-secondary options. Figure 22 illustrates that the number of students taking and passing algebra after they leave Franklin is increasing. This is all the more indicative of success because many of these students are entering high schools that did not participate in the project.



Test-Taking Plans of Students

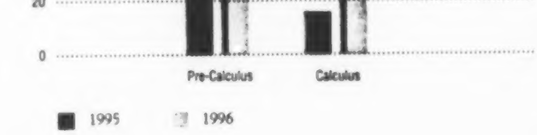
Participants in Volunteers for Excellence were more likely to have taken or planned to take college entrance or advanced placement tests.

FIGURE 20

Pickens County

Pickens focused on increasing the number of students taking college entrance examinations. As evidenced in Figure 24, they succeeded—nearly doubling the percentage of test-takers over the past five years.

Pickens was one of the only schools studied to have systematically collected data regarding their graduates' immediate post-secondary education. Figures 25–27 clearly indicate a steady increase in the four-year and technical school attendance of their graduates. These figures, remember, are from a county where only 37% of the adult population graduated from high school. (Pickens' pattern mirrors Gulf County's where the post-secondary going rate increased from 52% in 1986 to 85% in 1995.)



Minority Students Taking Advanced Math Courses

The number of minority students at Robert E. Lee who are taking advanced math has increased.

FIGURE 21

9th Grade Students Taking Algebra

More students at Franklin have attempted and passed 9th grade algebra

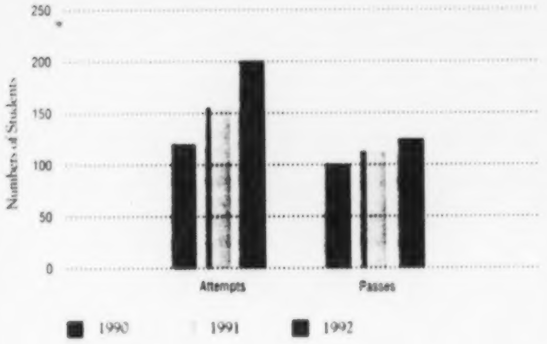


FIGURE 22

CHALLENGING COURSES

Students Taking Math Courses

There has been an increase in the number of Franklin students taking critical gatekeeping math courses.

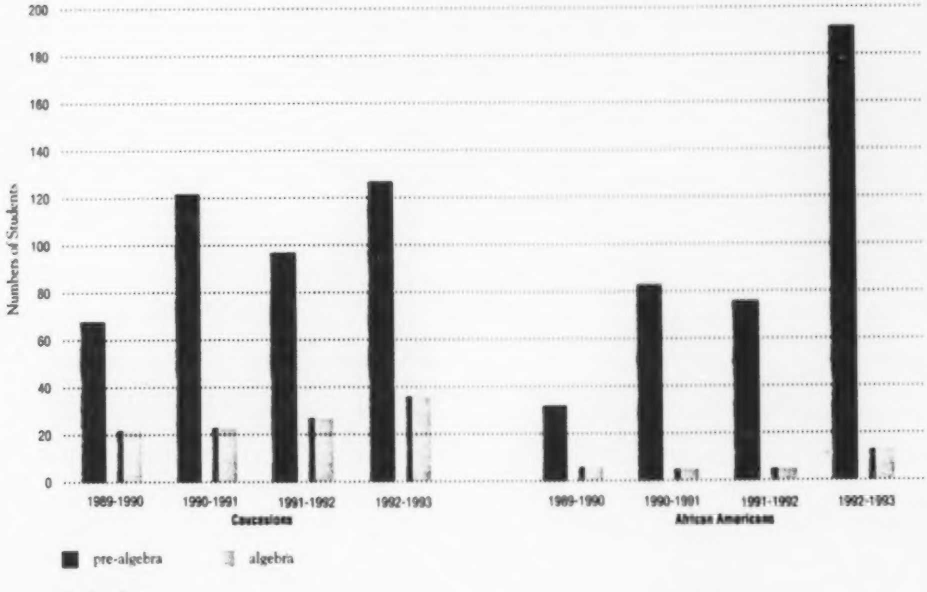


FIGURE 23

Energizing the Circle(s)

The schools we have examined reconnected students to their futures. They did this through making personal contact with students—talking with them, informing them of the necessary steps to get where they wanted to go, and helping them see the connection between what they were doing in school and what they wanted to do in the future. As a result of this reconnection, students were able to see their futures, and the relationship between school and those futures, more clearly.

Schools used a variety of approaches to encourage students to think about post-secondary education and to keep their options open by engaging in school, taking the right courses, taking college entrance exams, exploring financial aid options, and generally preparing themselves for life after high school. Students talked more with adults at school and at home about educational guidance issues. They saw fewer barriers to college, indicated a greater intent to pursue post-secondary education, enrolled in higher level courses, and took the necessary college entrance examinations. They took the steps necessary to keep their dreams alive. These relationships were confirmed statistically in a path analysis, as demonstrated on page 73.

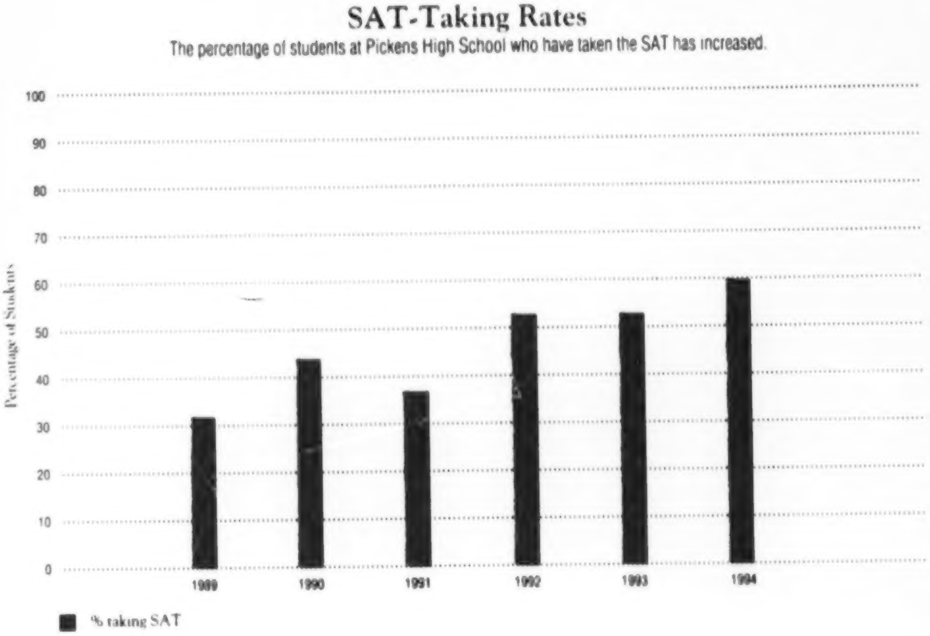
Student responses to survey questions statistically confirm that connecting with school personnel simultaneously leads to increased commitment to the mission of the school and to a reduction in perceived barriers. These student attitudinal changes are statistically linked to increased intention to pursue post-secondary education and an increase in behaviors that will get them there. This entire process, involving the total touch of the school, *is* educational guidance and a promising key to unlocking equal access to futures of their own choosing for all students.

The circle has two spins. One is the energy unleashed by young adults pursuing futures of their own choosing. The second is the enthusiasm that re-energizes back into school communities. Professional school counselors, teachers, administrators, families, and community members see and celebrate their efforts energized into futures by students—especially students about whom it is easy to harbor doubt. Their own sense of their essential responsibility and their belief in their own power to make a difference reignites. The energy of the centering convictions, which drove believers through the perilous potential of change, increases—in themselves and in others. Slowly, in the gritty fecundity of schools and communities across the country, a basic human promise is increasingly kept.

The Readiness Is All

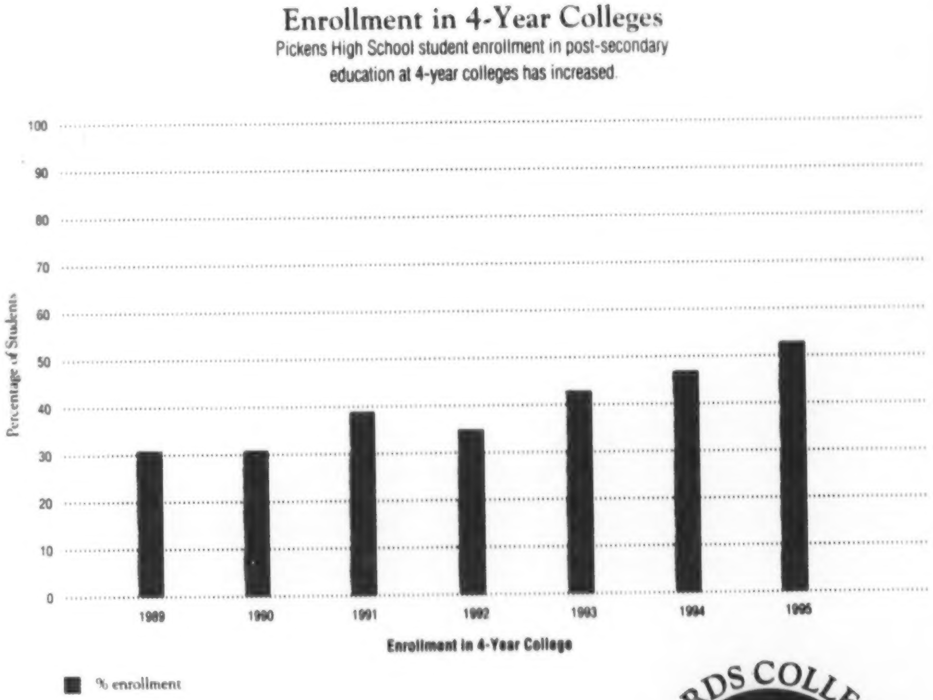
Throughout the narrative, certain inexplicable terms recur with a regularity that belies accident—terms such as "happenstance," "serendipity," "coincidence," and "luck." The phrase most often used by participants to explain this was, "You have to trust the process." We prefer the more active tenor of "the readiness is all." It is not possible to predict what the serendipitous coincidences will be or when they will occur. They will, however, happen and when they do, one must be ready. One could not predict:

- A snow storm in Indianapolis—but when the Pike Township schools closed, MacGregor was ready to complete the work that had to be done to free him to attend the ISGCLP session;
- Pickering's idea to start the Pickens scholarship fund with contributions from teachers—but when it arose in the late night car trip, the team was ready to unleash it;
- The informal relationships that developed among the San Antonio team—but when they showed promise, Monday night "socials" became the incubator of all that would follow;


SAT-Taking Rates

The percentage of students at Pickens High School who have taken the SAT has increased.

FIGURE 24


Enrollment in 4-Year Colleges

Pickens High School student enrollment in post-secondary education at 4-year colleges has increased.

FIGURE 25

Enrollment in Technical Schools

Pickens High School student enrollment in post-secondary education at technical schools has increased.

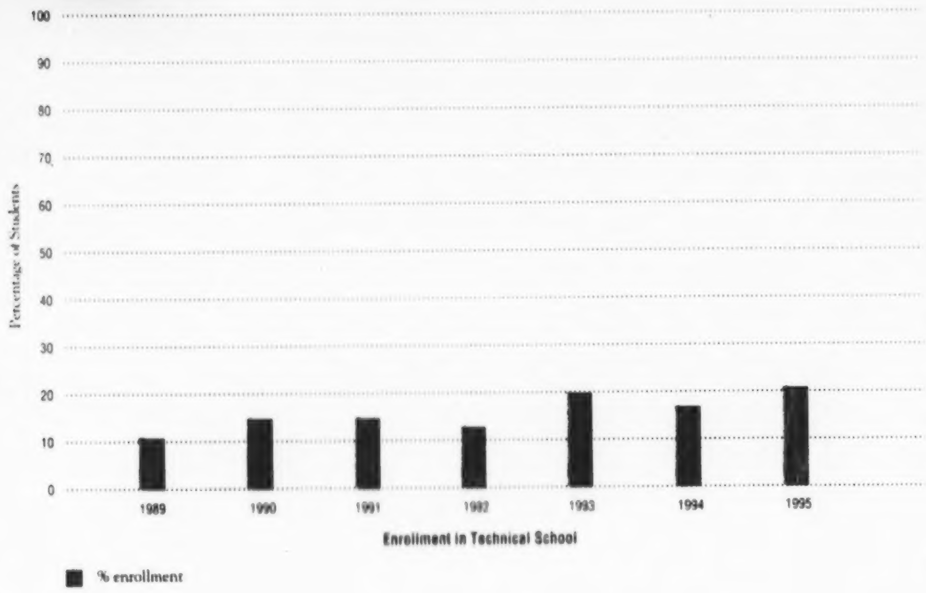


FIGURE 26

Total Enrollment in Post-secondary Education

Pickens High School student enrollment in post-secondary education at 4-year colleges and technical schools has increased.

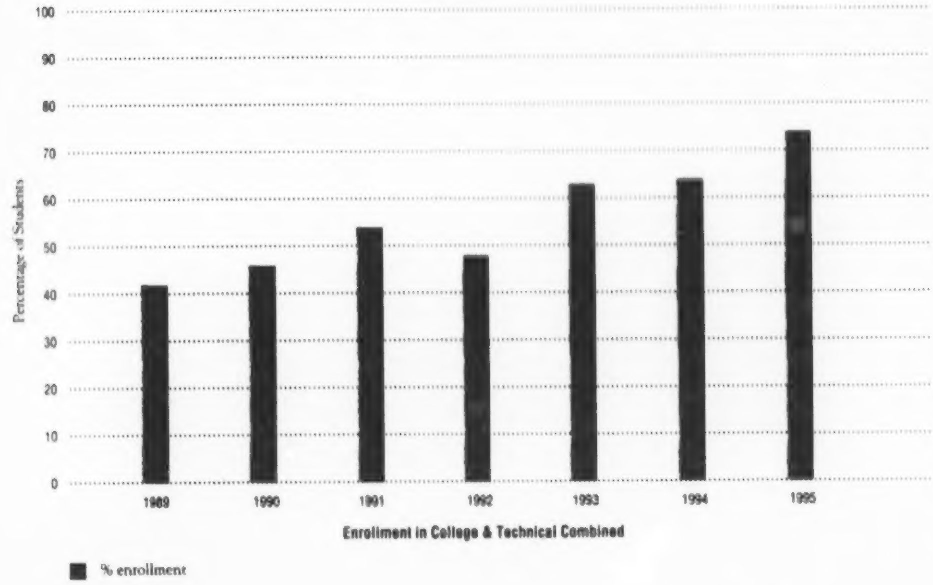


FIGURE 27

- Two Sarah Scott Middle School parents taking a stand at a school board meeting—but when they did, there was Sandy Kelly to push and to be pushed by them; or
- Cindy Belin and Carol Cathey being between jobs at the same time in Gulf County—but when they were, they were hired.

The list is nearly endless, but luck is the predictable part. In retrospect, happenstance is the residue of readiness.

Challenges

There is no end to the efforts of these schools. As with a human life, the schools are in a continual state of becoming with a goal always ahead and never behind. Thus, the challenges continue.

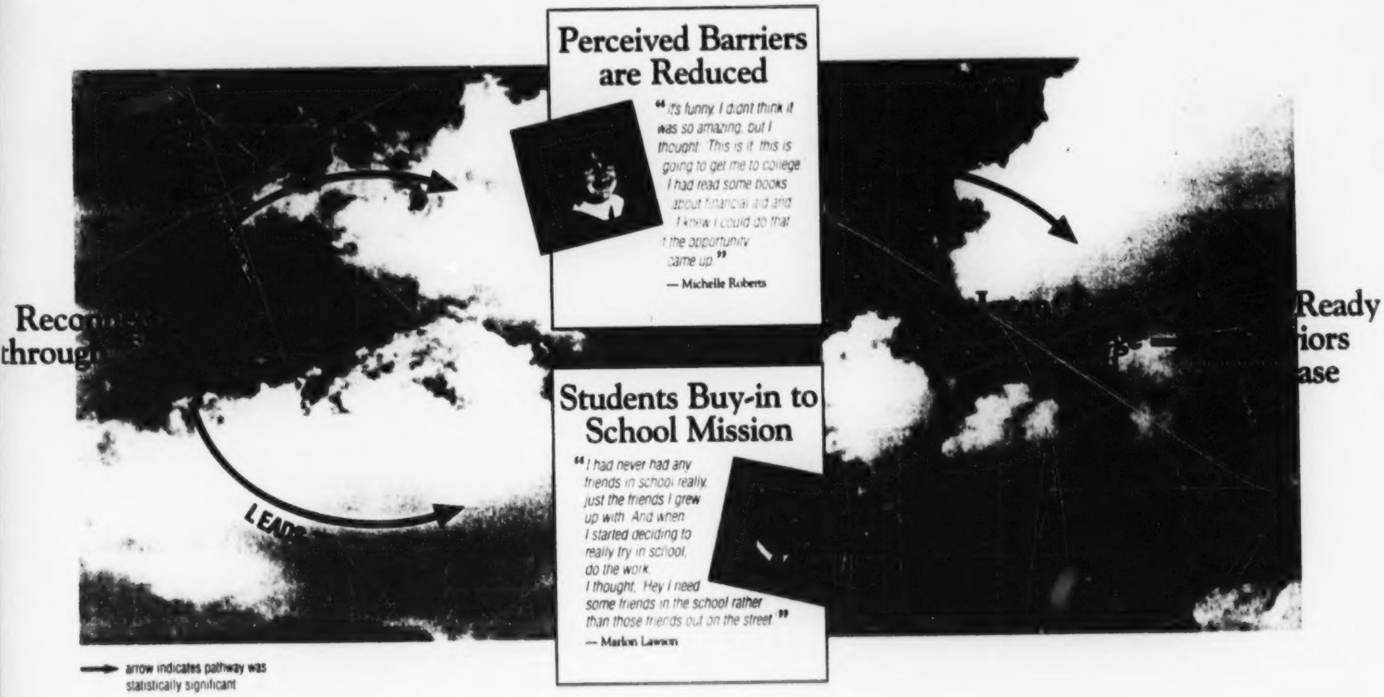
Data

These three projects believed strongly in the collection and use of data. The projects envisioned three essential uses of data:

- Making the effects of current practices visible as a strategy of change;
- Monitoring progress in order to provide needed information for decision-making and ongoing course correction; and
- Enlisting support and maintaining momentum.

As a change strategy, the use of existing data was successful as it did force educators to see the serious and painful equity issues inherent in their practices. The evidence regarding collecting data to support decision-making, monitor progress, and enlist support fits more of the "yes, but…" profile. Yes, sites definitely see the importance of data, want to use data, and are actually collecting more data than ever before. Still, gnawing questions remain. Are the sites regularly or systematically collecting and using *appropriate* student achievement data to make decisions? Are they actually

Path Analysis Chart


Perceived Barriers are Reduced
Students Buy-in to School Mission
Reco
throug
LEAD
Ready
iors
ase

"It's funny. I didnt think it was so amazing, but I thought: This is it, this is going to get me to college. I had read some books about financial aid and I knew I could do that if the opportunity came up."

— Michelle Roberts

"I had never had any friends in school really, just the friends I grew up with. And when I started deciding to really try in school, do the work, I thought, 'Hey I need some friends in the school rather than those friends out on the street.'"

— Marlon Lawson

arrow indicates pathway was statistically significant

monitoring student academic progress in a significant way? Do they know just what futures are open to which students when they leave school? While faculty and parent surveys seem to be important grist for the decision-making mill, we observed far less usage of student data (e.g., course taking/passing rates, college entrance examination rates, college-going rates). In most instances, some of this type of data is available, but rarely readily. Except in isolated cases, student data broken down by equity-related variables and organized in such a way as to accurately guide decision-making and to transform concerns from opposition to support are not available. The challenging truth is, as one participant wrote us, "Collecting usable data in order to make intelligent decisions is not high on our school system's list of priorities."

Continuing Support

It is the nature of external funding to "dry up." Funders provide "start-up" funds, and then it is the schools' responsibility to "institutionalize the change." But if change is a verb and not a noun, what needs to be maintained is not the programmatic outcomes of an effort but, rather, constant creation. At this stage in their work, participants requested modest funding:

- To continue to meet participants from the other sites at least once a year ("So that we can get our batteries recharged again."); and
- So that each site would be able, at the very least, to afford trips to other schools to look at successful change techniques there.

If funding is a zero-sum game, the lesson may be always to keep a little bit in reserve—not to begin anew, but to build upon the strengths developed through the years. It may be wise to forego short-term massive investments in search of the right answer in favor of long-term measured investments into the questions educators should always be asking.

I do not have a project

Throughout this project, we have been haunted by the specter of the "so what?" question from a concerned, committed, and talented educator without a Partners, a KOO, or an ISGCLP. "So, what can I do?"

First of all, educators in this situation have to believe and to remember what brought them into education in the first place. They have to re-engage with their own values in order to re-engage with their students. When they do, they will find their students re-engage (or perhaps engage for a first time) with them.

Like all glittering generalities, this is much easier said than done. Educators are frequently trashed in the media and scorned, beneath the rhetoric to the contrary, by many in their communities. (Remember, "Those who can, do. Those who can't, teach.") They are blamed for social and economic ills of which they are as much victim as perpetrator. Facing these obstacles, closing themselves off from their students, their colleagues, and even themselves, makes sense. But in the end, it does not work, and there is another way.

In spring, Paul Tisdel noticed the skin color of the students in his general math class, happened to see an inspiring movie, and realized, "By God, I can make a difference." By fall, Volunteers for Excellence guaranteed five years of college prep math in four years for any student and family that promised to do the work.

Jim MacGregor had to beg to be allowed to attend workshops which cost the district nothing. For years he absorbed the unspoken barbs and piercingly condescending smiles of colleagues who "knew" these kids could not learn math. He watched those kids live down to expectations and, indeed, not learn math—or much of any other school content. Now the math department is his greatest ally and every student takes, and has access to the support needed to succeed in, courses previously reserved for the "best and the brightest."

Once the inviolable diamond of belief is rediscovered, the next step is to find an ally or two. Engage those allies in ongoing conversations with the truths reflected in the mirror of appropriate data rigorously analyzed. School change, after all, is about centering convictions and their implications.

An ally may be somebody you live with, somebody you work with, somebody you buy your groceries from, or somebody you run into at a conference, a class, or through some technological wizardry. The lesson is, do not go it alone for long. Tisdel found another math teacher. MacGregor found another professional school counselor and then, surprise, a central office administrator. One of the essential elements of belief is that there are tens of thousands of you out there; it is true. Find one. One becomes two; two become four. Then, before you know it, you are a committee, a task force, a heard voice, and change is in the air.

Next you need resources. Let's be honest. You are not going to get a lot of money from anybody. You may get no additional resources—Phyllis Hart did not. You are going to have to invent time. Still, there are more supports than one might think. Included at the end of this report are the names and addresses of professional organizations, networks, school change projects, and advocacy groups capable of support.

Hart, Tisdel, MacGregor, Ruff, Byrd, Fish, Flickinger and the others who populate these pages are heroes. But they are no different than any of the other tens of thousands of educators who still have fire in their souls. They believed, found allies, and did something with whatever limited resources they could get their hands on. So can you.

"One of the essential elements of belief is that there are tens of thousands of you out there; it is true. Find one. One becomes two; two become four. Then, before you know it, you are a committee, a task force, a heard voice, and change is in the air."

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resources and suggested research readings

Resources

The following is a partial list of individuals and organizations who are working on aspects of education described in the preceding report. We recognize the list is not exhaustive, and that many others are doing excellent work in these and related areas.

The Achievement Council
3460 Wilshire Blvd., #420
Los Angeles, CA 90010
Phone: 213-487-3194

The Algebra Project
99 Bishop Richard Allen Drive
Cambridge, MA 02139
Phone: 617-491-0200

The American School Counselor
Association (ASCA)
801 N. Fairfax, Suite 310
Alexandria, VA 22314
Phone: 800-306-4722

Association for Supervision and
Curriculum Development (ASCD)
1250 Pitt Street
Alexandria, VA 22314
Phone: 703-549-9110

Center for Collaborative Education
1573 Madison Ave., Rm. 201
New York, NY 10029
Phone: 212-348-7821

Center for Law and Education
1875 Connecticut Ave., NW, Suite 510
Washington, DC 20009
Phone: 202-986-3000

Chicago ACORN
117 W. Harrison, Rm. 200
Chicago, IL 60605
Phone: 312-939-7488

Coalition of Essential Schools
Brown University
P.O. Box 1969
Providence, RI 02912
Phone: 401-863-3384

The College Board
45 Columbus Avenue
New York, NY 10101-0886
Phone: (KOO:C–Patsy Hendel)
212-713-8062
(Equity 2000–Vanetta Jones)
212-713-8268

Comer Project for Change in Education
47 College St., #212
New Haven, CT 06510
Phone: 203-785-2548

Cross City Campaign for Urban
School Reform
Small Schools Committee
407 S. Dearborn, #1725
Chicago, IL 60605
Phone: 301-445-1902

The District School Improvement
and Accountability Council
The Denver Public Schools
Administration Building
900 Grant St.
Denver, CO 80203
Phone: 303-764-3887

Education Law Center
801 Arch Street, #610
Philadelphia, PA 19107
Phone: 215-238-6970

Fair Test National Center for
Fair and Open Testing
342 Broadway
Cambridge, MA 02139-1802
Phone: 617-864-4810

Family Resource Schools
3433 W. 22nd Ave.
Denver, CO 80211
Phone: 303-433-8678

Foundation for Excellent Schools
RD 4, Box 480
Middlebury, VT 05753
Phone: 802-462-3170
or
1361 Sawgrass Court
Winter Park, FL 32792
Phone: 407-657-2383

Hands and Mind Collaborative
Rindge School of Technical Arts
459 Broadway
Cambridge, MA 02138
Phone: 616-349-6717

Impact II The Teachers Network
285 West Broadway
New York, NY 10013-2272
Phone: 212-966-5582

Institute for Education and Social Policy
New York University
285 Mercer, 10th Floor
New York, NY 10003
Phone: 212-998-5874

Interactive Mathematics Program
6400 Hollis St., Suite 5
Emeryville, CA 94608
Phone: 510-658-6400

MDC
1717 Legion Road
P.O. Box 2226
Chapel Hill, NC 27514
Phone: 919-968-4531

NCREST
(National Center for the Restructuring
of Education, Schools and Teaching)
Box 110
Teachers College Columbia University
New York, NY 10027
Phone: 212-678-4193

National Center for
the Accelerated Schools Project
CERAS 109
Stanford University
Stanford, CA 94305-3084
Phone: 415-723-0840

National Coalition of
Advocates for Students
10 Boylston St., #737
Boston, MA 02116
Phone: 617-357-8507

National Coalition
of Educational Activists
P.O. Box 679
Rhinebeck, NY 12572-0679
Phone: 914-876-4580

National Writing Project
School of Education
University of California
Berkeley, CA 94720
Phone: 510-642-0963

New Visions School Project Fund for
New York City Public Education
96 Morton St. 6th Floor
New York, NY 10014
Phone: 212-645-5110

North Philadelphia
Community Compact
The Lighthouse
152 W. Lehigh
Philadelphia, PA 19139
Phone: 215-739-9340

Philadelphia Education Fund
21st St. and the Parkway, #212
Philadelphia, PA 19103
Phone: 215-665-1440

Powerful Schools
3301 S. Horton
Seattle, WA 98144
Phone: 206-722-5543

Rethinking Schools
1001 E. Keefe Ave.
Milwaukee, WI 53212
Phone: 414-964-9646

Rollins College
David Erdmann
Dean of Admission and Enrollment
1000 Holt Avenue
Winter Park, FL 32789
Phone: 407-646-2317

School Quality Review
NCREST–Teachers College
525 W. 120th St. Box 110
New York, NY 10027
Phone: 212-678-3432

The Small Schools Coalition
Business and Professional People for
the Public Interest
17 E. Monroe, #212
Chicago, IL 60603
Phone: 312-641-5570

Supporting Diversity in Schools
600 Norwest Center
St. Paul, MS 55101
Phone: 612-625-9589

University of Washington Institute for
Public Policy and Management
324 Parrington Hall, Box 353060
Seattle, WA 98195
Phone: 206-543-0190

Suggested Research Readings

The following articles and books are the products of literally hundreds of years of combined educational research and practice. In most cases, we have provided only one or two readings from each researcher. In reality, each author listed below has nearly a lifetime of published work on these issues. What you see below is only the small tip of a large iceberg. While we recommend them to you as suggested readings, to us they are much more. They had a large hand in shaping what we looked at and how we came to understand what we saw. As authors, researchers, and educators, we owe a debt beyond reparation to them.

Bryck, A., and Driscoll, M. (1988). *The High School as Community: Contextual Influences and Consequences for Students and Teachers.* Madison: National Center on Effective Secondary Schools, University of Wisconsin.

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Schlechty, P. (1992). *Schools for the Twenty-First Century.* San Francisco: Jossey-Bass.

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